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The Language of Business Interviewing
A Study in Cross-Cultural Communication

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Doctor of Philosophy

THE UNIVERSITY OF ASTON IN BIRMINGHAM

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The University of Aston in Birmingham

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by

Paul Stephen Taylor

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Thesis Summary

The study examines the concept of cultural determinism in relation to the business interview, analysing differences in language use between English, French and West German native speakers.

The approach is multi-and inter-disciplinary combining linguistic and business research methodologies. An analytical model based on pragmatic and speech act theory is developed to analyse language use in telephone market research interviews. The model aims to evaluate behavioural differences between English, French and West German respondents in the interview situation.

The empirical research is based on a telephone survey of industrial managers, conducted in the three countries in the national language of each country. The telephone interviews are transcribed and compared across languages to discover how managers from each country use different language functions to reply to questions and requests. These differences are assessed in terms of specific cultural parameters: politeness, self-assuredness and fullness of response.

Empirical and descriptive studies of national character are compared with the survey results, providing the basis for an evaluation of the relationship between management culture and national culture on a contrastive and comparative cross-cultural basis. The project conclusions focus on the implications of the findings both for business interviewing and for language teaching.

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1. Introduction

1.1. Background to the research

An important characteristic of any nation's economic development is an increasing dependency on foreign trade. For the members of the European Community, this has meant increased trading between countries of different national languages, placing greater demands on the foreign language negotiating skills of European managers.

Organisations that frequently send managers abroad on business assignments are growing steadily more aware of the need to communicate in a foreign language (FL), which has led to a surge in FL training in industry. The Netherlands and the Scandinavian countries have always been aware of the limitations of their own languages as media of international communication, and competence in English is a *sine qua non* for the Dutch or Scandinavian executive. West German companies too have accepted the need for their managers to speak at least one foreign language, usually English. While France and especially England have neglected FL training in industry, the signs are that things are now changing and the importance of language skills to industry is widely recognised across Europe. An example of this growing awareness of the need for foreign language competence is the wide response from industry to the setting up of Language Export centres in Britain. Sir Hugh Campbell Byatt, chairman of CILT (Centre for Information on Language Teaching), in an introduction to a review of foreign language skills in Britain by Hagen (1988), summed up the current situation:

"There are, however, grounds for optimism... British business is taking language more seriously, and in many cases developing proper training and recruitment policies. Our education system is now placing greater emphasis on languages for communication, and it is Government policy that the dominance of French in our schools be countered by a planned increase in the learning of other languages" (1988:v)

Despite this remedial action and the success of many FL teaching programmes in training managers to near native-speaker fluency, there is still a major gap to be filled in real communicative competence. That is, there is a lack of awareness of significant differences in language use between nations which might be called the "cultural gap". While many German business people, for example, have a commendable grasp of English grammar and an extensive vocabulary, they still *sound* German; not so much because of difficulties in pronunciation, but rather because of their choice of expression. The following typical example illustrates the problem. A and B are colleagues in an English organisation; A is English, B is German.

A: (opens office door) Am I disturbing you Hans?

B: Yes I'm in a meeting

A: Oh

A closes the office door and leaves with a slightly uneasy feeling about his German colleague, presuming that either
 a) it was a most important meeting he had interrupted, or
 b) Hans is somehow angry with him or just in a bad mood.

Neither is in fact the case; Hans was merely stating the facts, the meeting was not of great importance and he is certainly not angry with his colleague.

A more appropriate response from Hans would have been:

Well actually I'm in a meeting.

In the same situation in Germany Hans would have caused no offence by saying:

Ja ich bin in einer Besprechung

The nearest semantic¹ equivalent of
 Well actually I'm in a meeting
 would be

Nun eigentlich bin ich in einer Besprechung

which has a rather different pragmatic meaning; while the English response is clearly a *signal for the interrupting* party to leave, the German response is more a signal for the addressee to say what he came for - or at least is vague enough to allow for both interpretations.

Coulmas summarises the position clearly:

"It is one thing to state the semantic equivalence of linguistic expressions of two given languages. An assessment of their equivalence in terms of communicative functions is quite another." (1981:70)

Beneke illustrates several examples of serious mistakes in language use arising from cultural differences in appropriateness, as in the following:

An Englishman working under a continental department head prefixed his statements of facts which he had researched by phrases like "I think it is" or "I believe such and such" whereupon his boss burst into anger saying "We are not in a church here. You should not think but know." (1983:129)

Every language has its own cultural code, a set of rules above the semantic level which apply to the ways in which the language is used. This creates three types of problem for the FL learner.

Firstly, there is the awareness problem of simply not knowing one's mistakes. An Englishman who doesn't know the French word

¹ The word semantic has been chosen here to describe equivalence of sentence meaning, as opposed to pragmatic equivalence which relates to language usage. A discussion of the relation of semantics to pragmatics in language study is included below, section 4.2.2.

for buttermilk at least knows that he doesn't know it; but if he is conversing with a Frenchman on the telephone, and continually repeats the Frenchman's name before making a point - a recognised politeness marker in German, for example - he may be irritating him more than he realises².

The consequences of mistakes made in the cultural code can be rather more serious than grammatical or lexical ones. While syntactic errors reveal weaknesses in the speaker's language fluency, the use of socio-culturally inappropriate expressions may be judged as impolite. In other words, such errors affect perception of the speaker as a person rather than a learner.

The second problem particular to the cultural code is that, even after training in the pragmatic rules of the FL, the adaptation of behaviour involved is often too much for the learner. This is illustrated by the following example from the author's own experience. A German sales representative, wishing to complain to his Italian employer at the latter's persistent failure to respond to his telex messages, was duly advised to word his written grievance (in the mutually intelligible language of English): "I was disappointed to find", which the Italian recipient would have clearly interpreted as a complaint. Instead, thinking that his advisor had rather missed the point, he wrote: "I am very angry to find", which only provoked the Italian gentleman to more angry words and bitter defensiveness. Since the cultural code affects the emotional level of communication, it can be much more difficult to put into practice than rules of grammar.

Thirdly there is the problem of the content of the cultural code. Current knowledge of how and when language functions are used in different cultures is mainly a question of experience. A number of studies in this area have attempted to describe the cultural codes of different nationalities..A review of

² The difference in importance between the French and German business worlds attached to knowing a conversational partners name is further illustrated by their different ways of answering the telephone: the Germans give their surname immediately; the French simply "allo!"

these appears below (3.2).

This third problem area has provided the impetus for the current project. Over many years of interviewing on the telephone in different languages, it came to the author's attention that the way in which interviewees responded to different questions differed widely between countries. It would only be possible to evaluate these differences by recording and analysing the language used in interviews, and comparing the results cross-culturally.

The uses of findings on cross-cultural differences in language use in interview are twofold:

- i) There are important implications for question wording in cross-national surveys.
- ii) The findings may provide insight into national characteristics, aspects of which may be observable in interviewee behaviour.

1.2. Scope of the research

The project research concentrates on business interviewing, one of a range of communicative tasks in business which might be included under the broad heading of negotiating. Telephone interviews are used as a source of data.

Interviewees from France, England and West Germany are included in the research, and all interviews are carried out in the interviewee's native language. Using a linguistic model developed during the course of the project, the interviews are recorded and the interviewees' responses to specific requests or questions are analysed. The results are compared between countries and their correlation with findings on cross-cultural differences by other authors is discussed.

1.3. Research aims

The above observations provide the basis for the following hypothesis:

- a) There are differences in the negotiating styles used in business in England, France and West Germany;
- b) These differences are manifest in business interviews and observable in the language used therein;
- c) The differences can be linked to the socio-cultural environments of each country, and form part of a distinct management culture, particular to each country.

The research aims therefore to test the hypothesis - that differences in language use in interview are rooted in differences in management culture - by:

- i) Developing a workable empirical model to analyse and compare language use in interviewing.
- ii) To link observed differences in language use in interview between the three target groups to socio-cultural differences between the three nations.
- iii) To evaluate the effectiveness of the model by comparing the results of the tests with other empirical work on cultural determinism.

1.4. Corpus of the research and structure of the project.

The project follows a logical progression of background work and definitions (chapters 2 and 3), theoretical development (chapter 4), empirical study and analysis (chapters 5, 6), presentation of results (chapter 7) and conclusions and interpretation (chapters 8 and 9).

Chapter 2 defines business interviewing and looks at interviewing in the broader context of discourse and social interaction.

Chapter 3 looks at studies in cross-cultural communication and discusses the term "management culture".

Chapter 4 discusses alternative research methodologies. Communicative and pragmatic models of analysis are compared, and a linguistic model is selected.

Chapters 5, 6 and 7 cover the empirical work carried out for the project. The main survey of language use in interview, based on a total of 700 responses in English, French and German, draws on the experience of two pilot surveys also completed during the course of the project.

Chapter 5 describes the aims and procedure of two pilot surveys, using the linguistic model selected in chapter 4 to evaluate the results. On the basis of these results a framework of analysis is chosen for the main survey.

Chapter 6 describes the procedure of data collection and analysis used in the main survey. A taxonomy of terms used to label the language data is included.

Chapter 7 sets out the survey results. The complete survey data are printed in the appendix.

Chapter 8 looks at language use and cultural differences, defining a set of cultural parameters in interview. Other studies on national characteristics are discussed in the light of the survey results.

Chapter 9 draws conclusions from the results and discusses their implications for business interviewing and foreign language teaching.

2. Business interviewing

This chapter compares the business interview with other types of interview and looks at interviewing in the broader context of discourse and social interaction.

2.1. Business interviewing defined

Business interviewing is a communicative activity between an interviewer and one or more respondents, where the purpose of the interviewer is to elicit information about the business practice of the respondent(s) or the organization he is representing. Examples of business interview respondents are company buyers, technical and marketing personnel, doctors, architects and industry consultants.

The term *survey* or *market research* interview is often used instead of business interview, but this includes the *consumer interview* which addresses the respondent as a non-commercial user rather than as a representative of a company.

2.2. Other types of interview

Other types of interview such as the *journalistic interview*, the *police interview* and the *personnel interview* differ from the above in terms of structure, formality and type of information elicited. Guittet (1983:6) distinguishes the survey interview from these types of dyadic exchange by the two defining characteristics that it is 'private' and 'purposeful'. He goes on to describe another well-documented type of interview, the *therapeutic* or *doctor-patient interview*, and the survey interview, as "opposite poles of the interview situation". A comparison of the two interview situations according to Guittet appears in Table 2.1.

Table 2.1. Interview situations

The Survey Interview		The Therapeutic Interview
Respondent chosen by sample selection	Set-up	Personal and individual process. Sessions are paid for
Elicit information	Objective	Improve well-being
Neutral relationship, few implications	Relationship	Emotional relationship, transference of feeling, heavy dependence
Concerns opinions or motivation	Exchange of information	Concerns emotional life and subconscious behaviour
Methodological competence	Competence	Competence at a personal level
Pre-determined research strategy in the form of a series of questions	Strategy	Adapted to behaviour of patient at the time, constant attention
Respondent may be paid for the interview	Rewards	The patient's physical or psychological well-being may improve
Low effective risk	Risks	Risk of losing time, money or deterioration in mental health
Not required to meet again	Duration	Long duration, sessions held at regular intervals

2.3. Interviewing as a form of discourse

Atteslander (1985) points out that *Befragung* (questioning) is not restricted to the research interview, but is part of everyday interaction. This latter form of discourse, like interviewing, can also be systematically prepared and have a specific aim. Atteslander points out that the difference between questioning in the research survey and questioning in everyday conversation is the control that is exercised over the survey to obtain comparable data. The behaviour of the interviewer or questioner is strongly influenced by theoretical considerations; which questions are asked, and how and when they are asked, are part of a prescribed and controlled process.

The sociologists Benney and Hughes (1956) restate this difference between questioning in conversation and research interviewing as the convention of comparability:

"...it is the needs of the statistician rather than of the people involved that determine much, not only the content of communication but its form as well."
(1956:141)

In the same article, the authors emphasise another characteristic of interviewing which distinguishes it from conversation, namely *equality*:

"... the interview is an understanding between the two parties that, in return for allowing the interviewer to direct their communication, the informant is assured that he will not meet with denial, contradiction, competition or other harrassment. As with all contractual relations, the fiction or convention of equality must govern the situation. Whatever actual inequalities of sex, status, intelligence, expertness, or physique exist between the parties must be muted." (1956:140)

The distinctive features of business interviewing within the overall field of discourse can be summarised as follows:

a) It has a specific objective - namely the obtaining of information - which is known to both parties.

- b) The roles of the interactants are clearly defined: interviewer and interviewee.
- c) The interactants are not acquainted with one another (there are rare exceptions, but these will not be treated here.)
- d) Both parties are acting in their professional capacity and are speaking on behalf of an organisation.
- e) The flow of information is essentially unidirectional: interviewee to interviewer.
- f) The interviewer's contribution to the discourse is prescribed (not spontaneous), either by questionnaire or topic guidelines.

2.4. Studies of interaction in interviewing

Reschka (1971) points out that literature on interviewing is concerned essentially with obtaining accurate, comparable information. Under the title "error methodology", interview technique is designed to minimize variables such as language use by attributing a certain category of response to statements made or answers given by the respondent. Differences between actual responses and those allowed for by the survey are treated as "bias result", and are accounted for in the evaluation of the survey results by a statistical calculation.

Reschka, quoting Scheuch (1967:162) summarises:

"Das Interview wird somit nicht als ein sozialer Prozeß aufgefaßt; die Lehre über das Interview bildet vielmehr eine 'Kunstlehre zur Vermeidung punktuell hervorgehobener Fehlermöglichkeiten'".

Atteslander and Kneubühler (1975) develop the concept of error further by distinguishing between internal and external

validity in interview. *Internal validity* concerns whether a variable has a significant effect on observed behaviour, while *external validity* describes the representativity of this effect. Research into interview and survey validity is mainly concerned with the latter, largely due to the importance of surveys as a forecasting tool.

Internal validity is determined by the occurrence of internal systematic error. This occurs when the interviewee is questioned under conditions which are subject to variables other than those being examined.

This project understands cross-cultural differences in language use as variables that are not normally examined in research surveys, and are therefore a source of internal systematic error in interview.

Reschka (1971) and Atteslander (1985) both distinguish between two approaches to the study of interviewing.

Reschka describes two types of investigation into verbal behaviour in interview:

- i) Investigations which attempt to summarise the flow of information between interactants in content categories.
- ii) Investigations into the structural aspects of speech acts¹, which examine mainly quantitative elements of verbal behaviour. These consist of the time dimension, which examines the speech rate (words per minute) of respondents; interaction patterns of co-respondents, which discusses the problem of perception of comments and syntactic/semantic choice of structures; and the interview situation as it influences the interviewee's readiness to respond, and interviewer tactics.

¹ Reschka's use of the term *speech act* does not correspond with that of Austin and Searle, referred to in Chapter 3 of this project.

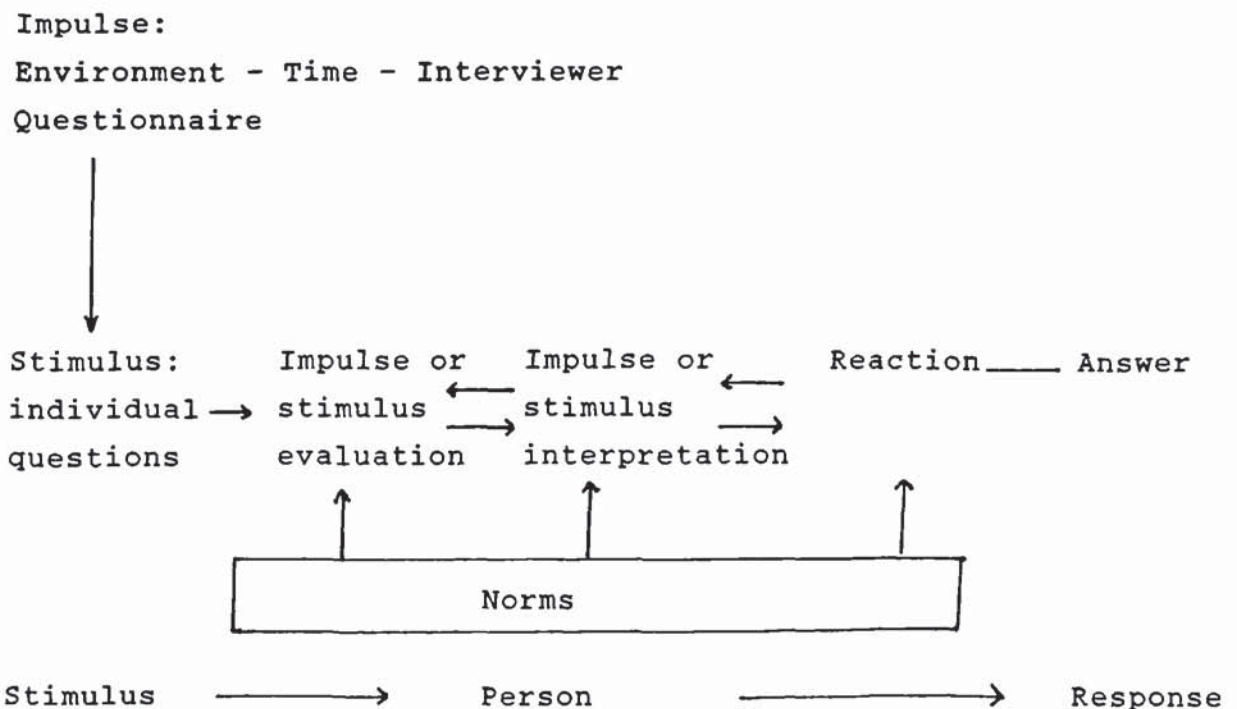
Atteslander summarises the theory and methodology of interviewing in social research by distinguishing between two schools of thought.

Firstly there are the **instrumentalists**, who maintain that the precision and quality of the questionnaire, the sample selection and evaluation of the results largely determine the validity of the interview.

Secondly there are the **interactionists**, who include the social situation as an important determinant of interview behaviour.

Adherents of the first school are said to adopt a "stimulus-reaction" model of interview interaction, while the **interactionists** recognise a broader, "stimulus-person-reaction" model. This model is illustrated in figure 2.1.

Figure 2.1
The interview situation as a reaction system



(Source: Atteslander 1985:90)

While a question is understood by the interviewee as a stimulus to respond, only selected impulses within a broader context will be consciously perceived.

The respondent interprets and evaluates the stimulus and reacts. Each of these steps is influenced by expectations, impressions and social norms. Cultural factors form part of this set of determinants of behaviour in interview.

Although sociologists have produced theoretical models of interviewing which allow for the influence of cross-cultural differences on behaviour, as exemplified by Atteslander and Reschka, the work has remained at this theoretical stage. Attempts at pinpointing cultural factors as determinants of interview behaviour have still to be made.

2.5. The study of language use in interview

While the therapeutic interview (see above, 2.1) has been treated by linguists in some depth as a subject of discourse analysis (Labov and Fanshel, 1977, Coulthard and Ashby, 1973), the business interview has as yet received little attention as an object of linguistic analysis.

Market research publications have covered language use in interview but have neglected two major areas.

Firstly, work on questionnaire design has concentrated on question *function* rather than *form* - the type and content of questions rather than their syntactic or semantic qualities. There are semantic tests to facilitate the interpretation of survey answers, notably Osgood's (1967) semantic differential test, but this only side-steps the issue of question-wording and interpreting the phrasing of interviewee responses. Oppenheim (1966) makes only a brief reference to the problem of semantic issues in question-wording, noting the class and regional differences in usage of words such as 'book' and 'tea'.

Secondly, guidelines published on interviewing strategy have followed national criteria of acceptability or appropriateness of language use, without taking into account cultural differences.

Tull and Hawkins (1970), writing on the ability and willingness of respondents to answer questions, cite "personal" or "embarrassing" information as areas of difficulty, but leave it to the interviewer's intuition to decide what is personal or embarrassing, although these notions are specific to different cultures. Oppenheim (1966) suggests using the polite expression "Do you mind..?" , although this is a singularly British habit and the equivalent expression would not be used in French or German. Chisnall notes that questions should be "specific", "not leading" and "economically worded", which are all areas of cultural variation, and Payne (1951) reminds us that "if we keep in mind the ordinary rules of courtesy and good manners, we can easily avoid giving offence".

This statement by Payne, in what became a widely used guide to questionnaire design, summarises the unicultural approach to question wording.

The problem, therefore, facing the interviewer researching markets in different cultures is a twofold one: firstly there is a *design* problem of question-wording, and secondly an *interpretation* problem of variation in language use by respondents from different cultures.

3. Cross-cultural communication

This chapter looks at the development of work in cross-cultural communication and discusses the notion of "management culture".

3.1. Studies in cross-cultural communication: a chronological perspective.

The following overview of the development of studies in cross-cultural communication (CCC) is based on a summary by Rehbein (1987).

From the first studies of culture and the history of culture by ethnologists and anthropologists such as Malinowski, cultures first became the subject of linguistic analysis through the work in the mid-twentieth century by Sapir and Whorf. Crystal (1987) summarises this work on the relation between language and thought:

"The 'Sapir-Whorf' hypothesis, as it came to be known, combines two principles. The first is known as *linguistic determinism*: it states that language determines the way we think. The second follows from this, and is known as *linguistic relativity*: it states that the distinctions encoded in one language are not found in any other language." (1987:15)

From this follows the much-quoted example of the large number of words in the Eskimo language for different types of snow, while the English language has only one.

The study of communicative behaviour as it constitutes one of the systems of culture was started by Hymes in 1962, a forerunner of the discipline now known as ethnography of communication. Hall and Trager (1953) introduced culture as a component of structural linguistics, and more specific work on the comparison of two cultures was undertaken by Hall (1959) using a semiotic model - focusing mainly on non-verbal signals such as facial expressions, dress and posture.

The first fieldwork in cross-cultural communication was undertaken by Gumperz in 1964 in multilingual societies. Gumperz drew on work beginning in *conversational analysis* in the 1960s. At this time the first behavioural theories of language appeared in the work of J.L.Austin and John D.Searle on *speech acts*. The interactional aspect of conversation was dealt with by H.P.Grice in his work on conversational implicature. These theories of language as action provide the principles of the empirical work in this project, and are discussed more fully in chapter 4.

The importance of behavioural factors in social interaction was introduced by Goffman (1955). (See 4.4. below).

3.2. Recent studies in cross-cultural communication

There has been a large number of publications on cross-cultural communication in recent years in a climate of rising interest in this young science.

Brown and Levinson (1979) developed principles established by Goffman on facework, into a universal theory of politeness. This theory is discussed further in chapter 4. Further contrastive work on politeness has been contributed by Coulmas (1979), who looks at the Japanese language as well as European languages.

House (1982) and House & Kaspar (1981) have carried out work on contrastive discourse analysis, comparing linguistic realisations of discourse functions in English and German.

Schegloff (1967) and Schegloff and Sacks (1973) have pioneered work on conversational openings and closings. Both studies incorporate extensive fieldwork.

One of the most ambitious studies of cross-cultural communication involving very large amounts of data is the CCSARP project by Blum-Kulka & Olshtain, on which the empirical work in this project is based. An illustration of

the CCSARP model is given in chapter 4.

In addition there have been many smaller studies of CCC based on single conversations or isolated items of discourse.¹ While these provide ideas for speculation on cultural differences, they give little insight into the makeup of any particular culture, since: a) they use too few data to be able to draw overall conclusions, and b) the subjects do not form part of an identifiable speech community.

A more global approach to the study of cultural determinism has been taken in anthropological studies. Hill (1988) discusses the theory of "world view" in anthropology with reference to the Whorf hypothesis of linguistic relativity (3.1 above), and cites examples of participant studies in speech communities which investigate particular cultural concepts manifest in language use. Becker (1984) identifies a root metaphor of integrity in the language of the Burmese, and Witherspoon (1977) suggests a fundamental principle in the language of the Navajo of "potential for motion".

Other CCC studies have concentrated more on specific language functions such as greetings and partings, requests and apologies² or individual cultural parameters such as politeness.

The importance of politeness in cross-cultural communication is reflected in the large number of works on this subject within the field of pragmatics. Some of the most interesting studies are Coulmas (1981), Edmondson and Fraser, (in the same volume), and Brown & Levinson (ibid).

There has been, therefore, a large amount of field work

¹ See for example Götz (1977), Faerch & Kaspar (1984 inter alia) Davies (1987), and Omaha (1987).

² See Laver (1981), Hartmann (1973), Firth (1972) as well as Schegloff & Sacks (ibid)

carried out to investigate cultural relativism, but most of it has been limited to single speech communities or individual speech acts.

3.3. Socio-cultural dimensions of language difference

Cultural differences in communication can be described at two levels: a directly observable, linguistic level, and a more interpretative level which determines and is exemplified by language use. The use of politeness markers (such as the word *please*) for example is an observable element of language use, while the general concept of politeness is an interpretative one.

3.3.1 Verbal communication

a) Lexis, style and dialect

Tsuda (1983), in a study of sales talk in Japan and the United States, discusses the different functions of words and postpositional particles (such as *ne..?*) in the two sub-cultures. The empirical work is essentially qualitative, supported by participant interviews and questionnaire completion. The analysis, based on speech act sequences following an outline suggested by Hymes, discusses code variation and cultural norms of interpretation and interaction.

Savile-Troike (1982) distinguishes between *code-switching* and *-alternation*, a change in language where the speaker(s) has more than one language available, and *style-switching*, a change in formality of language such as from the *vous* to *tu*. The propensity of a speech community to change from the formal to the informal mode of address is an important cultural parameter. In discussions between the author and multi-lingual colleagues from business research, it was suggested that, in Europe, the propensity of persons engaged in business negotiations to change from the formal to the informal mode of address increased as one moved further south; in Hamburg, businessmen rarely use the *Du* form with one another, while in southern Spain, *tu* is a far more

common form of address at this level.

Savile-Troike adds that code-switching "adds to the verbal strategies that speakers have at their command, and is to be recognised as a dimension of communicative competence" (1982:71)

The use and status of dialect is also a source of cultural variation, though this has received little attention in cross-cultural studies. In England, for example, the use of a regional dialect is not usually associated with a high level of education; in a recent broadcast on independent television's Channel 4 (Open Space, January 1989), Dr Carl Chinn, a historian at Birmingham University, commented that educated people from Birmingham tended to try and drop their own regional accent in favour of the more socially-acceptable REP (Received English Pronunciation). In West Germany, regional dialects are heard across the range of social class and education levels; the late Franz Josef Strauss, generally regarded as a highly articulate speaker, always spoke with a broad Bavarian accent (though perhaps moderating his use of dialect, purely for reasons of comprehension, when addressing the Bundestag). Similarly, the Bavarian state broadcasting company, *Bayerische Rundfunk*, have a policy of recruiting moderators and newsreaders who speak German with "a South German colour", while their counterparts in the Midlands of England rarely reveal their regional backgrounds through their accent.

b) Indirectness

This is often equated with politeness, though the latter is an interpretative aspect of language use, while indirectness is observable and measurable. Raiton (1983) compares Italian and English speakers' request/command forms on an indirectness scale from 1-12; Blum-Kulka and Olshtain (ibid) suggest a similar form of codification of request strategy types (see below, table 4.2) to compare language use between student groups in different countries.

Blum-Kulka (1987) questions the status of indirect language

forms as politeness markers, while the studies on politeness quoted above (3.1; Coulmas, Brown and Levinson, *ibid.*) imply that politeness increases proportionately with indirectness.

c) Phatic communion

Some authors, notably Stubbs (1983) treat phatic communion as discourse which is not intended to convey specific information, but rather to 'keep the conversation going', or to show listenership, as in the expression *mm*. Tannen (1984) identifies a cultural difference between Californians and New Yorkers in showing listenership, simply in terms of degree of use. As many of these discourse items are simply noises rather than lexical units, cross-cultural comparison is possible in terms of function and usage rather than form.

3.3.2. Non-verbal communication

Corraze (1983) defines non-verbal communication as "methods of communication not using human language or its unvoiced derivatives" (such as written texts or deaf-and dumb language).

Types of non-verbal communication included in this definition are: *illustrators* such as hand gestures or eye movements to indicate objects; *regulators*, which maintain the flow of exchange, such as the lowering of the head to show approval; and *emblems*, gestures which can be translated by words, such as the finger on the lips to indicate silence. Quoting Ekman and Friesen (1969), Corraze notes the importance of cultural determinism in the different realisation or manifestation of a notion as an emblem: one of the examples used is that of suicide, represented in Western societies by pressing two fingers against the head (gun), in New Guinea by an open hand over the throat (hanging), and in Japan by plunging the fist into the stomach (*hara-kiri*).

3.3.3. Paralinguistic features of discourse

While these discourse features are variously included in linguistic papers as an aspect of non-verbal communication, they are recorded here under a separate category as they do not function as communicative acts in themselves, unlike the types of mime and gesture given above. There are four basic types:

- Prosody
- Proxemics
- Tempo
- Discourse organisation

Prosodic features of discourse include intonation, volume, pitch, rhythm and stress. Tannen (1984:192-193) quotes two examples from the work of Gumperz which illustrate the cultural significance of prosody. The first is the different use of loudness by British and Indian speakers of English: the former use loudness only when they are angry, the latter use it to "get the floor". The second example concerns different intonation patterns used by British and Asian canteen personnel when asking customers if they wanted gravy on their food. The British women asked 'Gravy?' with rising intonation, while the Asian women also said 'Gravy' but with falling intonation. The Asian women were perceived as being rather rude by their (presumably British) customers.

The study of personal space in face-to-face interaction has been termed proxemics by Hall (1953), and examines the influence of culture as well as age, sex, personality and degree of familiarity on the management of distance between interactants. partners. Watson (1970), reported in Corraze (ibid.), compares distance between conversational partners in different cultures, and finds that this increases in the order of Arab, Indian/Pakistani, S.European, S. American, Asian, N. European.

The articulation rate of conversational interactants has been empirically studied by Goldman-Eisler (reported in Reschka, 1969), who attributes functional differences to speech units of different length. Oszca (personal communication) comments that the occurrence of pauses in conversation is in some cultures interpreted as a turn-taking signal (Finnish for example). The acceptability of interrupting in conversation is also a cultural variant, common in German but not in Finnish.

Tannen (1984) includes the organisation of discourse as a source of cultural variation, distinguishing between *cohesion* "surface level ties showing relationships between elements" and *coherence* "organising structure making the words and sentences into a unified discourse that has cultural significance". Koch (1983), quoted in Tannen, has compared the different status of accretion and repetition in English- and Arabic-speaking cultures, an essential part of argumentation in the latter but rather superfluous in the former.

3.3.4. Differences in motivation and values

Underlying cultural differences in language use are differences in motivation and values.

Bochner (1982), in an essay on cultural differences in social interaction, defines motivation as "the pursuit of different goals, gratified by different rewards". Different dimensions of motivation listed are:

- achievement
- assertiveness
- extraversion
- "face"

³ An explanation of this term is given in 4.4. below.

Examples of cultural values given by Bochner are:

- status
- glory
- power
- aesthetic satisfaction

An overview of different goals and values in England, France and West Germany is given in chapter 8.

3.4. Management culture

The concept of management culture implies that there is a set of characteristics which distinguishes the behaviour of managers from that of other social or occupational groups.

There are two opposing arguments concerning this subject. The first sees the notion of management culture as one which embraces all cultures, ie that "managementness" is an international concept. The second sees the main determinant of management behaviour as the national culture.

Child and Kaiser (1979), in a comparison of business organisations in Britain and West Germany, refer to these two opposing views as the *culture-free* argument and the *culture-specific* argument.

The culture-free argument is based on the idea that the growth of industrialism is dependant on economic and technological factors common to all nations:

"... there is a logic of industrialism, generating imperatives of an economic and technological nature, which is steadily moulding the development of industrial societies into a common pattern. Despite the diverse political, ideological and cultural origins of industrialised societies, their institutional frameworks are converging under the force of a common industrial logic" (1979:252)

This unifying trend on the structure of society and particularly within the industrial organisation would manifest itself in managerial behaviour.

The culture-specific argument sees the national cultural roots of a society as more enduring and influential determinants of behaviour.

"People learn their own unique language, concepts, and system of values, and they also learn to regard as legitimate particular modes of behaviour. Therefore even if organisations located within different societies adopt similar models of formal structure, deep-rooted cultural forces will still re-assert themselves in the way people actually behave and relate to each other." (1979:253)

Child and Kaiser are concerned more with organisations than language use, but the principles are similar. The culture-specific argument applied to language use supposes fundamental differences in the way people from different nations express themselves in comparable situations. These differences have yet to be established in the business interview situation.

3.5. Conclusions

The study of cross-cultural communication has implications for sociology, linguistics and management science.

The importance of the study of CCC for sociology is in identifying similarities and differences in social interaction, using the speech community as a defined social group.

The implications for linguistics are twofold: firstly, comparative models of language use are based on linguistic theory, and need to be assessed in terms of existing theoretical models; and secondly, conclusions on language use may be incorporated in applied linguistics.

The consequences of findings on CCC provide a source of data on management communication, where awareness of different value systems and behavioural patterns in different cultures is important for management negotiations.

The above review of studies in cross-cultural communication shows that very little empirical work in the field of management negotiations has been carried out, yet important differences in negotiating styles between cultures exist. It is to this problem that the current paper addresses itself.

4. Research methodology

This chapter discusses different approaches to researching language use in the cross-cultural context¹, and compares communicative and pragmatic models of analysis.

4.1 A choice of *etic* and *emic* approaches

These terms are used by Hofstede (1981) in an introduction to a substantial study of management attitudes in 42 countries.

An *etic* or general approach to CCC would attempt to isolate all relevant aspects of cultural variation with the purpose of defining those cultures in terms of their language behaviour.

An *emic* or specific approach would concentrate on particular aspects of cultural variation in language.

Hofstede proposes 4 types of strategy for comparative multi-society research:

¹In much of the literature discussed in the last chapter, the terms *cross-national*, *cross-cultural* and *cross-societal* are used to describe research among groups of different nationalities. The term *cross-cultural* has been used throughout this project to describe comparison of groups smaller than nations, namely the occupational group "managers". Hofstede draws no distinction between nations and societies, but notes that culture describes "whole societies", and the word *sub-culture* describes "groups within societies". While *Culture's Consequences* is "about differences in national culture", Hofstede's empirical work only includes management groups.

Table 4.1
Four Available Research Strategies for Comparative
Multisociety Studies

	focus on similarities between societies	focus on differences between societies
Concerned with micro-level variables within societies	1. Prove universality of micro-level laws	2. Illustrate uniqueness of each society
Concerned with ecological variables between societies	3. determine types or subsets of societies	4. determine dimen- sions of societies and micro-level laws

The empirical research in this project is limited to one communicative event, namely interviewing, rather than all types of interpersonal communication. Cross-cultural communication is made up of many such micro-level variables, such as conversations, debates, arguments, lectures, announcements etc, which would need to be considered in defining overall parameters in communication or ecological variables between societies.

The observation was made earlier (2.5) that literature on business interviewing is based largely on national values of appropriateness. It is part of the working hypothesis of this project that values of appropriateness are culturally-specific and therefore the research focuses on differences between management groups in three different countries.

²Hofstede, Gert: *Culture's Consequences*, p43 figure 1.6

4.2. Alternative theoretical approaches

4.2.1 Communicative models

Fiske (1983) divides the study of communication into two main schools:

1. The *process* school looks at communication as the transmission of messages and is concerned with the accuracy and efficiency of communication.

2. The *semiotic* school is concerned with the production and exchange of meanings in communication. By relating the meaning of a message to the sender and receiver, the semiotic approach seeks to explain message misunderstandings in terms of cultural differences between sender and receiver.

a) Process models

The most well-known of the process models is that of Shannon and Weaver (1949), which identifies three levels of communication problem:

- i) *Technical problems*, which concern how accurately the symbols of communication can be transmitted.
- ii) *Semantic problems*, which concern how precisely the transmitted symbols convey the desired meaning.
- iii) *Effectiveness problems*, which are related to the effect of the received meaning on the conduct of the message recipient.

An extension of this model is provided by Gerbner (1956) who sees communication as a "triangular relationship between an event, the percept of an event and a statement about the event" Jakobson (1958) discusses the constitutive factors of communication: emotive, conative, referential, phatic, metalingual and poetic, and attributes a different function to each.

The process models provide insight into the way communication works by defining the elements of a message. Messages include an information component, entropy, and a predictable component, redundancy. Phatic communication, (see above, 3.3.1 c), conventions, such as greeting and leave-taking, and feedback, the transmission of the receiver's attention back to the sender, are listed by Fiske as examples of redundancy.

While the process models examine the functions of communication elements, they do not explain how these functions are realised differently in different languages or cultures, and are therefore of little use in empirical cross-cultural research.

b) Semiotic models

The semiotic study of communication can be described as the study of signs, or what enables a message to signify meaning. This approach concentrates on the meaning of communication rather than the transmission of messages. Peirce (1953) identifies three aspects of the meaning of a sign: the sign itself, that to which the sign refers (its referent) and the users of the sign (its interpretants).

This differential approach to the study of meaning is also applicable within the field of linguistics.

4.2.2 Semiotics and their relation to linguistics.

Following on from Peirce's remarks about signs and their meaning, Morris (1967) identifies three levels of study in linguistics:

1. The syntactical dimension - the relations of signs to each other.
2. The semantical dimension - the relations of signs to the objects that they represent.
3. The pragmatic dimension - the relations of signs to their interpretants.

The pragmatic dimension therefore describes how a language is used, in other words it encompasses the behavioural aspect of language.

4.3. Pragmatic theories

4.3.1. Speech act theory

Austin (1962) and Searle (1969) developed the idea of communication as incorporating both referential and performative elements, that is they distinguish between the content and the function of an utterance.

Austin distinguishes between utterances which do not convey information, but are actions in themselves, such as "I name this ship"; and utterances which are essentially statements, eg "the cat sat on the mat". The first type of utterance is referred to as a *performative*, the second as a *constative*.

Performatives differ from constatives in that they can neither be true nor false. Austin describes performatives as being either *happy* or *unhappy*; the utterance "I name this ship" is unhappy for example if there is no ship to name, or if the speaker is not entitled to name ships.

As well as *explicit performances* such as the latter example, where the action is performed by saying the utterance, other types of utterance have a performative aspect. Austin distinguishes between five broad classes of utterance:

1. Verdictives, the passing of a verdict, an estimate or an appraisal.
2. Exercitives, the exercising of powers, rights or influence.
3. Commissives, the commitment of the speaker to something.
4. Behabitives, such as apologising or congratulating, and utterances which concern attitudes or reflect social behaviour.
5. Expositives, which involve the expounding of views, the conducting of arguments, and the clarifying of usages or references.

In proposing this notion of language as action, Austin distinguishes three senses in which "to say is to do":

1. Locutionary acts - the act of saying something or producing words
2. Illocutionary acts - the performance of an act in saying something - a request, a statement, a command, etc
3. Perlocutionary acts - the act of producing an effect by uttering certain words - convincing, offending, etc

Speech acts in the Austinian sense refer to illocutionary acts and provide a definition of a communicative function. In addition to the five broad categories of verdictives, exercitives, behabitives, commissives and expositives, Austin shows how utterances can be classified according to their illocutionary force by using a taxonomy of performative verbs. For the category *verdictives* 27 examples are listed, such as *acquit*, *convict*, *find*, etc. A total number of possible speech acts for all 5 groups "of the order of the third power of 10" (1986:150) is suggested.

The illocutionary force of an utterance may be realised by the use of an explicit performative. Expressions such as "I hope",

"I declare", "I wish" perform the action of hoping, declaring and wishing, respectively. Other devices can also be used to realise an action in saying something; for example, the utterance "Be quiet will you!" performs the same action as "I order you to be quiet".

Austin (1986:73-76) lists 6 types of device that are used to indicate illocutionary force in place of an explicit performative:³

1. *Mood* eg "Shut it, do" resembles "I order you to shut it",
"Shut it, I should" resembles "I advise you to shut it" etc
2. *Tone of voice, cadence, emphasis*, eg:
 "It's going to charge!" (a warning)
 "It's going to charge?" (a question)
 "It's going to charge!?" (a protest)
3. *Adverbs and adverbial phrases* eg "...without fail"
 (emphasise)
4. *Connecting particles* eg "still" resembles "I insist that.."
 "therefore" resembles "I conclude that.."
5. *Accompaniments of the utterance* by gestures or non-verbal actions.
6. *Circumstances of the utterance* eg the health of the speaker who says "I shall leave you my watch".

Searle (1967) provides a more systematic classification of speech acts by listing the "felicity conditions" which constitute the illocutionary force of an utterance. (Austin also lists three general felicity conditions for performatives, but they are much more flexible than Searle's).

³ Searle (1967:64) refers to these as IFIDs, illocutionary force indicating devices.

These rules fall into four categories: *propositional content rules, preparatory rules, sincerity rules* and *essential rules*.

Searle expands on these basic conditions for different illocutionary acts, for example he proposes ten essential conditions for the act "to promise", for the utterance U:

1. The speaker said he would perform a future action.
2. He intends to do it.
3. He believes he can do it.
4. He thinks he wouldn't do it anyway, in the normal course of action.
5. He thinks the addressee wants him to do it (rather than not to do it).
6. He intends to place himself under an obligation to do it by uttering U.
7. Both speaker and addressee comprehend U.
8. They are both conscious, normal human beings.
9. They are both in normal circumstances - not eg acting in a play.
10. The utterance U contains some illocutionary force indicating device which is only properly uttered if all the appropriate conditions obtain.

(from Levinson 1983:239)

The last 4 conditions are common to all speech acts.

By establishing a set of definitive rules for determining the illocutionary force of an utterance, rather than defining the illocutionary force of a list of individual verbs, Searle provides the language researcher with a more comprehensive analytical tool for identifying speech acts.

4.3.2 The theory of conversational implicature

While speech act theory provides a means of classifying utterances (in any language) into sets of universal acts or communicative functions, it does not explain how utterances are understood by the hearer.

Consideration of both the hearer's and the speaker's role in the discourse, as well as the context of the utterance, was

first given by Grice (1975) in his theory of conversational implicature. Grice relates utterances in conversation to certain principals of cooperation, which participants are said to obey. These conversational maxims are:

Maxim of Quantity: Do not provide more or less information than is required for the current purposes of exchange

Maxim of Quality: Speak the truth

Maxim of Relation: Be relevant

Maxim of Manner: Be clear

A speaker is said to implicate a proposition which the hearer can interpret, assuming the speaker is obeying the principles. The example below demonstrates the usefulness of Gricean theory in deciding on the illocutionary force of an utterance where the application of Searle's felicity conditions or Austin's taxonomy of performative verbs is insufficient.⁴

A: (An interviewer) Can I ask you a few questions about your office requirements?

B: Mr Wills isn't in at the moment

The statement *Mr Wills isn't in at the moment* contains neither an explicit performative nor an illocutionary force indicating device. As it stands, the utterance may have the illocutionary force of *state, assert, claim, contradict, announce, apologise* or any other function compatible with making such a statement.

The application of Grice's maxims of quantity and relation explain how B's answer is interpreted as a *refusal*. The hearer (A) makes the following deduction:

- a) The mention of Mr Wills is relevant to the request
- b) The absence of Mr Wills is preventing an acceptance of the request
- c) Mr Wills is the only one who can answer the questions

⁴ Searle(1969:69) admits this shortcoming in his theory.

d) B is not willing or able to answer the questions.

A further shortcoming of both Austin's and Searle's approach to speech act analysis is the necessity of assuming one illocutionary force before checking the felicity conditions to see if it applies. In other words, one must have an idea of what speech act is being performed to know which felicity conditions have to be true. The Gricean model consists of universal conditions which apply to every utterance, assuming participants are observing the rules of conversation. These conditions beg questions such as: how is this utterance relevant to the situation? (the maxim of relation). The illocutionary force can then be deduced from the answers to these questions.

Grice's approach is one of making sense of an utterance by looking at the overall context to identify its functional significance.

The preceding examination of speech act theory and conversational implicature is intended as an overview of principles rather than an exhaustive treatment of the subject. The main contribution of these theories to the current project is a philosophical one rather than a methodological one. Their treatment of language as action, or the behavioural dimension of language, is necessary to provide insight into "the ways of a people", to use Savile-Troike's (1982) definition of culture. The role of these principles in the analysis of spoken language is described below, 4.5.

The next chapter, 5.1.1 (a), contrasts the application of Searle's felicity conditions and Grice's conversational maxims in identifying speech acts in recorded language data.

4.4. Interaction and politeness

Before proceeding with the development of a model to analyse language use, a more detailed examination of one particular source of cultural variation is necessary - namely politeness.

This has been referred to above, 3.3.1 under *indirectness*, one of seven areas of cultural variation, and 3.3.4. under *face* as a culture-specific value.

Goffman (1967) in his work on social interaction describes the concept of face - "a positive social value a person claims for himself by the line others assume he has taken during a particular contact". There is, says Goffman, in any interactional situation a requirement to support one's own and other's face through socially-acceptable forms of expression.

Brown and Levinson (1978) take this concept further and identify universal principles of politeness applicable to all languages.

4.4.1. The Brown and Levinson model

The authors aim in their paper to account for

"....observed cross-cultural similarities in the abstract principles which underlie polite usage."
(1978:62)

Goffman's concept of face is expanded on by establishing two types of "face need":

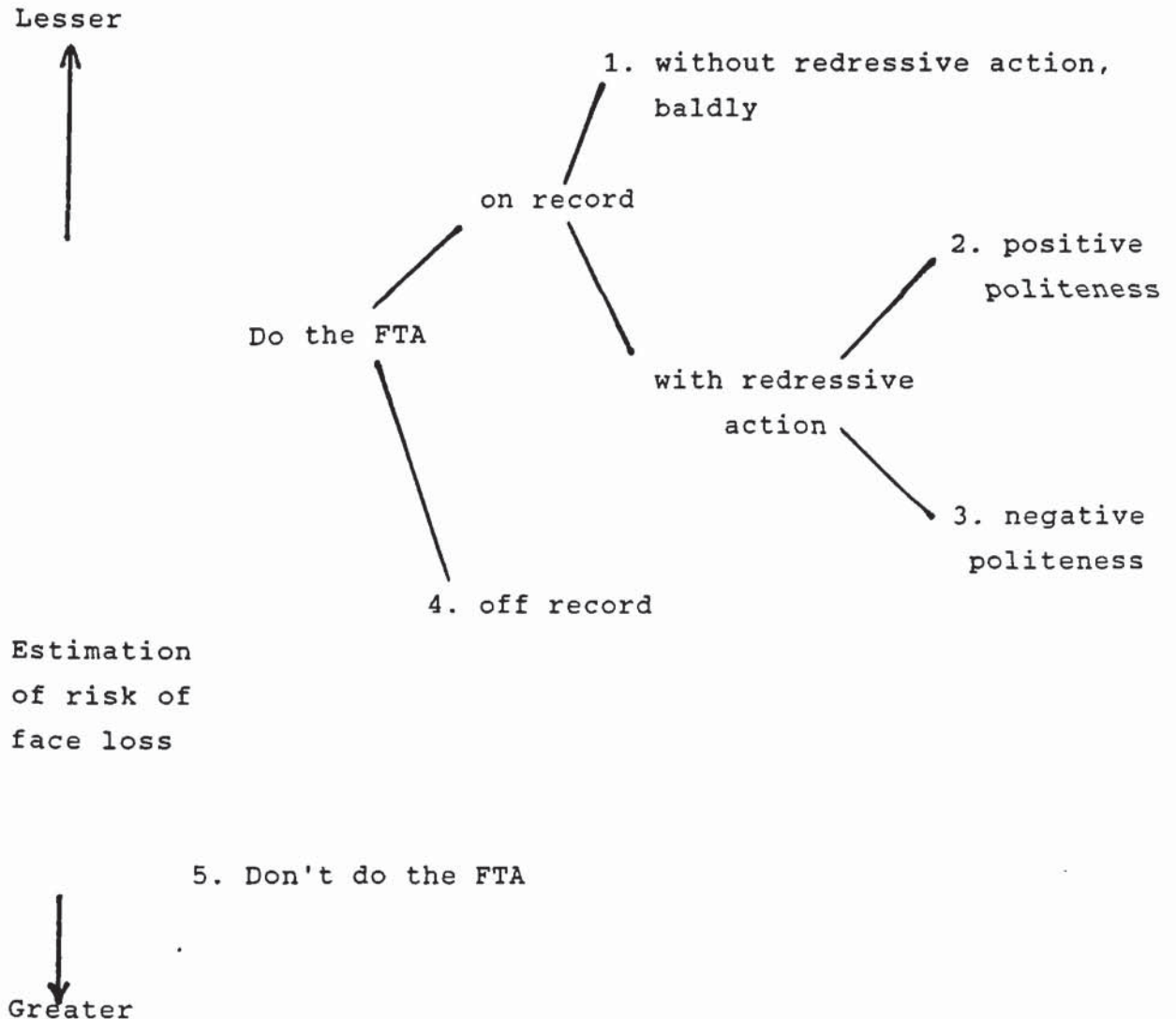
1. The need to be unimpeded - "negative face wants"
2. The need to be approved - "positive face wants"

The following argument is then put forward:⁵

- i) All persons (in interaction) have positive and negative face.
- ii) It is in the interest of two people (involved in interaction) to maintain each other's face.
- iii) Some (speech) acts intrinsically threaten face.
- iv) The speaker will want to minimise these *face threatening acts*. (FTAs)
- v) The speaker may choose between different strategies to perform these FTAs.
- vi) Given the list of strategies below (fig 4.1), the greater the risk of face loss, the more the speaker will want to choose a higher numbered strategy.
- vii) Since i)-iv) are mutually known, interactants will not choose a strategy less risky than necessary, (ie a lower number), as this may be seen as indicating that the FTA is more threatening than it actually is.

⁵ Summarised for the purposes of this project

Figure 4.1
Circumstances determining choice of strategy



Terminology: *On record*: an unambiguous speech act clearly expressing communicative intention.

Off record: more than one unambiguously attributable intention.

Redressive action: action that 'gives face' to the addressee, indicating that no such face threat is intended.

Positive politeness: indicates that the speaker also wants the hearer's wants.

Negative politeness:

indicates that the speaker does not want to interfere with the hearer's freedom of action.

Intrinsic FTAs

The authors give examples of speech acts which intrinsically threaten face.

Acts which threaten the hearer's negative face include:

- i) *Pressure to do/not to do things*, eg orders, requests, reminders, threats and warnings.
- ii) *Pressure to accept or reject things* such as offers, or promises.
- iii) *Desire toward the hearer's goods*, eg compliments, expressions of envy or lust.

Acts which threaten the hearer's positive face include acts of:

- i) *Negative evaluation* such as disapproval, criticism or complaint.
- ii) *Indifference* such as bringing bad news or emotional topics

Acts which threaten the speaker's negative face include thanks, acceptance of thanks or offers, excuses, and unwitting promises or offers.

Acts which threaten the speaker's positive face include apologies, acceptance of compliments and confessions.

Choice of FTA

The choice of FTA, so the argument continues, is determined by three factors: the want to communicate the content of the FTA, the want to be efficient or urgent, and the want to maintain the hearer's face to some degree.

The speaker's choice of FTA entails certain *payoffs*, and is influenced by certain *circumstances*.

The payoffs of the alternative strategies are:

On record: i) clarity

ii) demonstrable non-manipulativeness

Bald on record: efficiency

Plus positive

politeness: i) minimise the debt implication.

ii) create a context of friendliness and mutual significance.

Plus negative

politeness: i) avoid incurring social debt.

ii) give conventional "outs".

iii) maintain social distance.

The assessment of the seriousness of the FTA depends on three circumstances or sociological variables:

1. The social distance between interactants (D)
2. The relative power of the speaker over the hearer.
(P)
3. The absolute ranking of the imposition in the culture. (R)

In this way the Brown and Levinson model relates politeness formulae to specific communicative goals (payoffs) and the status of speaker, hearer and the perlocutionary act (the perceived effect of the FTA on the hearer).

This provides the empiricist with a useful analytical tool for evaluating politeness in a culture. Every strategy used in performing an FTA entails payoffs. If it can be shown that a socio-cultural group has a preference for one strategy over another, then this would imply that the resultant payoff has a high value in that culture relative to other payoffs. For example, a preference for using positive politeness indicators over strategies without redressive action in realising a particular speech act would imply that, in that culture, a

friendly interactional context is valued more highly than the efficient communication of the message.

Alternatively, variation in usage of politeness formulae can be accounted for by different values of D, P and R above.

The Brown and Levinson model provides a necessary if not sufficient account of universals in politeness phenomena. No relative value is attributed to off-record strategies which are often used to achieve FTAs, such as Tannen's example of an implied refusal:

"A Greek woman told me that when she asked her father (as a girl) or her husband (as an adult) whether or not she could go somewhere, he would never say no. If he said 'If you want, you can go', she knew he didn't want her to go." (1984c:193)

Secondly, the concept of indirectness is left somewhat hanging in the air. The authors describe *conventionalised indirectness* as a compromise between an off-record strategy and negative politeness, thus an indirect request such as "Can you pass the salt?" becomes conventionalised into an unambiguous form, conventionally interpreted as a polite request rather than a yes/no question. Indirectness however is used in many languages to mitigate FTAs outside of such conventionalised forms. The bald on record complaint "You're late!" can be made more polite, or mitigated by the more indirect form "You're rather late", as well as by the use of positive facework, as in the form "It's unlike you to be late".

Thus an adequate account of politeness can only be made by including both concepts of indirectness and facework.

4.5. Practical speech act analysis: the CCSARP project

The CCSARP (Cross-cultural speech act realisation patterns) project (Blum-Kulka & Olshtain, 1985) is an extensive study of language use in particular speech situations. Based on pragmatic theory and particularly speech act theory, it

succeeds in establishing a comprehensive framework for coding utterances in terms of functional elements.

The project aims to identify three types of variability in the realisation of speech acts: *situational variability*, explained by differences in social constraints; *cross-cultural variability*, accounted for by cross-linguistic differences; and *individual/native versus non-native variability*.

Two speech acts - requests and apologies - are selected for analysis, and data are collected in eight different languages. The data collection procedure is discussed below, 4.6. This section looks at the analysis and coding of requests.

Utterances classified as requests are divided into the following three segments:

- a) An address term
- b) Head act
- c) Adjunct(s) to Head act

The head act is that part of the utterance which would be sufficient to realise the speech act independently of the other elements.

The example given by the authors is:

Danny / could you lend me a hundred pounds for a week / I've run into problems with the rent for my apartment.

The corresponding analysis is:

- a = "Danny" (Address term)
- b = "could you lend me a hundred pounds" (Head act)
- c = "I've run into problems..." (Adjunct to Head act)

On the basis that requests are face-threatening acts, (see above, 4.3.1), the authors draw up a number of different strategy types that can be used to realise the Head act, classified according to their level of directness. Nine such strategy types are listed for requests, together with a range

of examples from the project data. This list is reproduced below, Table 4.2.

Table 4.2
Request strategy types - definition of coding categories and tokens

<i>Types</i>	<i>Tokens</i>
<p>1. <i>Mood derivable</i> The grammatical mood of the verb in the utterance marks its illocutionary force as a request.</p>	<p>(5) Leave me alone (6) Clean up this mess please</p>
<p>2. <i>Explicit performatives</i> The illocutionary force of the utterance is explicitly named by the speakers.</p>	<p>(8) Ich bitte Sie den Platz sofort freizumachen</p>
<p>3. <i>Hedged performatives</i> Utterances embedding the naming of the illocutionary force.</p>	<p>(9) I would like you to give your lecture a week earlier⁴</p>
<p>4. <i>Locution derivable</i> The illocutionary point is directly derivable from the semantic meaning of the locution</p>	<p>(10) Madam, you'll have to move your car (11) Entschuldigen Sie, aber Sie müssen diesen Platz freihalten.</p>
<p>5. <i>Scope stating</i> The utterance expresses the speaker's intentions, desire or feeling vis-a-vis the fact that the hearer do x.</p>	<p>(12) I really wish you'd stop bothering me (13) Ich möchte von Ihnen in Ruhe gelassen werden</p>
<p>6. <i>Language specific suggestory formula</i> The sentence contains a suggestion to x</p>	<p>(14) Why don't you get lost? (15) How about cleaning up?</p>
<p>7. <i>Reference to preparatory conditions</i> Utterance contains reference to preparatory conditions (eg ability or willingness) as conventionalised in any specific language</p>	<p>(18) Could you clear up the kitchen please? (19) Would you mind moving your car please?</p>
<p>8. <i>Strong hints</i> Utterance contains partial reference to object or to elements needed for the implementation of the act (directly pragmatically implying the act)</p>	<p>(20) You've left this kitchen in a right mess (21) Fahren Sie nicht auch in die gleiche Richtung?</p>
<p>9. <i>Mild hints</i> Utterances that make no request to the request proper but are interpretable through the context as requests (indirectly pragmatically implying the act)</p>	<p>(22) I'm a nun (in response to the persistent boy) (23) Ich bin verheiratet und habe zwei kleine kinder (same situation as above, 23)</p>

⁴ Token translated from Hebrew.

In addition to a range of possible strategies for performing a request, a speaker may make use of 'internal or external modifications', used to increase or decrease the impact of the speech act. Those devices used internally, ie within the strategy or head act, to 'soften the impact' of a request are referred to as mitigators. Both syntactic mitigators, such as the interrogative *Could you?*, and downgraders, for example the adverbs *rather* or *actually*, are possible.

Upgraders such as *really* or *absolutely*, intensify the request, as in the example *You really ought to clear up this mess.*

Each speech act also has a perspective. This may be speaker-oriented (*I'd like you to...?*), listener-oriented (*Why don't you...?*), speaker and listener-oriented (*Shall we...?*) or impersonal (*What about the...?*).

In addition to such modifications to the speech act strategy, the speaker may support or aggravate the request in the Adjunct to the Head act. Among the examples given are *Checking on availability*, for example *Are you going in the direction of town? And if so, is it possible to join you?*; and *precommitments* such as the English *Will you do me a favour?*

Thus the framework of analysis for requests consists of six dimensions. Taking as an example the request:

"I say, I'm sorry to bother you but could you possibly lend me a couple of pounds? I've left my wallet at the office "

the sequence would be coded as follows:

<i>Dimension</i>	<i>Category</i>	<i>Element</i>
1. Address term	Attention getter	'I say'
2. Request perspective	Hearer dominant	'Could you
3. Request strategy	Preparatory	'Could you lend'
4. Mitigators	i) Conditional*	'Could'
	ii) Adverbial	'Possibly'
5. Upgraders	-	none
6. Adjuncts	i) Apology	'I'm sorry to bother you'
	ii) Grounder	'I've left my wallet at the office'

The framework of analysis used in this project is based on the CCSARP project analysis, though the speech acts and the taxonomy of speech act elements are different. The selection of speech acts and a full taxonomy of speech act elements are given in chapter 6.

* Blum-Kulka and Olshtain do not include this form of syntactic mitigation, although there is clearly a difference between 'Can you' and 'Could you?' The term conditional is intended here to denote mood rather than a type of clause. It is important to distinguish at least between the use of *could* as the simple past tense of *can* and its function as a mitigator in this request. Lyons notes that

"...there are ..sentences with *would*, *should*, etc which have no reference to past time: eg.. *It could be true*, etc. In such sentences, the 'tense'distinction of non-past vs. past would seem to subcategorize the modality in question in such a way that 'past' combines with mood to introduce a more'tentative', 'remote'or'polite' sense". (1968:311)

Mauger (1968:231) describes the French *conditionnel* similarly:

"...il nous semble que le conditionnel n'est ni un mode à part ni un temps particulier, ou plutôt qu'il est à la fois, et selon les cas, mode et temps"

The forms *can* and *could* for requests in English are compared in Eastwood and Mackin, 1982:131.

4.6. Methods of data collection

Stubbs (1983) indicates a lack of accepted and recognised procedures in collecting and analysing language data. Ethno-methodologists such as Hymes (1966) have published papers on social interaction without referring to actual recorded data. While such work may be of value in describing general cultural patterns of speech behaviour, it is of little use to applied linguistics which needs specific guidelines with examples of speech act realisation.

Empirical work involving recording and analysing actual spoken language has been carried out in the field of discourse analysis. Some of the most influential work in this area is that of Labov and Fanshel, Sinclair and Coulthard, and Schegloff and Sacks.⁷

Labov and Fanshel study the therapeutic interview to answer:

"questions of discourse cohesion, the relation between speech and speech acts, and the rules of interpretation and production which relate speech to the actions being felt and performed." (1983:6)

The analytical work in the above study is based on the transcription of one interview. The transcription is particularly detailed, incorporating not only words spoken but also *paralinguistic cues* such as volume, pitch and "voice qualifiers" (breathiness, glottalisation, whine etc). Intonation contours and pacing and pausing are recorded using very sophisticated equipment such as a spectrum analyser and an oscilloscope. While the authors acknowledge that there is

⁷ Some authors distinguish between models of *conversational analysis* and models of *discourse analysis*; Levinson (1983) refers to the Labov and Fanshel (1977) and Sinclair and Coulthard (1975) studies as discourse analysis, and the work of Schegloff and Sacks (1973) as conversational analysis. For a discussion of the two types of approach to analysing language data, see Levinson (1983, 286-294)

no general agreement among linguists on the meaning of complex intonation contours, they argue that to explain the coherence of the discourse, it is necessary to attribute meanings to the paralinguistic cues and combine them with the text recordings.

Sinclair and Coulthard (1975) study two sets of classroom discourse to discover the relation between grammatical form and utterance function. They are interested in sequencing and turn-taking in discourse, and how topics are introduced or developed. In contrast to the Labov and Fanshel approach, the authors concentrate on textual transcription and do not record paralinguistic features. A number system is used to code intonation types (eg (3) to indicate low rising tone, (4) to indicate rising-falling-rising tone). Non-verbal surrogates of discourse acts, such as a nod of the head, are noted where they occur, but not described; ie the letters *NV* are used to denote all incidences of non-verbal discourse acts.

Schegloff and Sacks (1973) use language data from everyday, spontaneous conversation to analyse the organisation of speaker turns and topic talk. From this study they identify sequences used in closing conversations. Unlike the above studies, the authors use conversations between different numbers of participants as a source of data, though a complete set of data is not published. As with the Sinclair and Coulthard approach above, the transcription of data is essentially textual, while symbols are used to depict upward intonation, pauses, interruptions and the use of regional accents.

While these three studies are the most frequently quoted by authors on pragmatics and sociolinguistics as pioneering the analysis of language use, none of them deal with the contrastive aspect of realising different language functions. Their main concern is the analysis of conversation or interaction itself, rather than the behaviour of the participants in the discourse.

House (1984) by comparison uses a contrastive discourse analytical method to describe language use in specific situations by German- and English-speaking communities. The data used for the analysis consists of two sets of dialogue elicited via role-play from groups of English and German students. As the data analysis concentrates on specific language functions such as *Greetings* and *Topic Intruders*, rather than discourse organisation, it enables direct comparison to be made between the two languages. The transcription of the data is purely textual and does not record paralinguistic or kinesic expression; nevertheless the textual data alone reveal interesting and significant differences in language use between the two nationalities.

The CCSARP project (4.5., above) also relies on elicited language data, using a *Discourse Completion Test* (Blum-Kulka and Olshtain, 1984:198). This is actually a written test rather than an elicitation of spoken language; respondents are asked to complete a set of incomplete discourse sequences, thereby providing a particular speech act in a given context. The example used for the speech act *request* is as follows:

At a student's apartment

Larry, John's room-mate, had a party the night before and left the kitchen in a mess.

John: Larry. Ellen and Tom are coming for dinner tonight and I'll have to start cooking soon; -----

Larry: OK, I'll have a go at it right away.

By using a range of situations in each test, each designed to elicit a request, across a sample of respondents taken from eight different speech communities, the authors aim to discover differences in the type of strategy used to realise the speech act *request* across languages.

The CCSARP project is a sizeable and ambitious one, using both native and non-native speakers as respondents, and drawing on a sample of 400 respondents for each of the eight languages.

The main shortcoming of the project is that it examines perceived appropriate language use rather than actual language use; ie it is a study of normative rather than actual behaviour. Therefore it is of limited use in identifying national characteristics.

4.7 Descriptive approaches to studying cultural differences

Descriptive work on national culture is often based on the historical, social and political development of a country. Studies of individual national culture have been carried out by Ardagh on the French (1970, 1982) and the Germans (1987), Peyrefitte on the French (1976) and Johnson on the English (1985). Barzini (1983) and Sampson (1975) give comparative descriptions of European cultures.

These studies are evaluated in terms of the survey results in chapter 8.

4.8. Conclusions on methodology

Section 1.3 (above) states the research aim of the project - to test the hypothesis that differences in language use in interview are rooted in differences in management culture.

More explicitly, this means a model is required which:

- a) categorises language functions in interview interaction;
- b) is comprehensive enough to include at least the most common language functions used in interview;
- c) provides a basis of cross-cultural comparison by using a framework common to all languages.

The next chapter uses the theoretical principles set out above (4.2.1, 4.2.2) to categorise speech acts that occurred in two pilot surveys. The CCSARP coding scheme is used to break down these speech acts into functional elements, and extended and modified to cover the wider range of speech acts occurring in business interviews.

The identification of cultural parameters in language use draws on and expands on the Brown and Levinson model of politeness phenomena.

5. Two pilot projects

As the pilotwork prior to the main survey in this project was extensive and instrumental in determining the coding framework and data collection procedure, it has been recorded in this chapter.

5.1. Pilot project 1

A pilot study of 6 business interviews (in German) was carried out to help determine the range of speech acts to be analysed and the format of the analytical framework.

Unstructured interviews were used to avoid bias in the selection of questions and requests by the interviewer.

The telephone interviews were recorded on tape and the dialogue texts transcribed. The transcribed data were coded by speech act type. A series of written, structured questionnaires used in telephone market research interviews was also coded by speech act type, providing a further source of information on the occurrence of different speech acts.

5.1.1 Identification of speech acts

a) The use of Searle's felicity conditions

In a sample of discourse as structured and predictable as a business interview it is often a straightforward matter to determine the illocutionary force of a particular utterance. For example, knowing the goals of the interviewer before the interview has started, it is clear that the utterance

"Can I ask you a few questions?"

is a request rather than a question¹ (as its syntactic form would suggest).

Even without prior knowledge of the goals of the interview, the utterance can be classified as a request by referring to Searle's felicity conditions for this particular speech act, and comparing them with those for the speech act *question*. The propositional and essential rules suffice to make the distinction clear, as Figure 5.1 illustrates.

Figure 5.1
Felicity conditions for requests and questions

	Requests	Questions
Propositional rule	Future non-verbal act A of the hearer <i>H</i>	Any proposition or propositional act
Essential rule	Counts as an attempt to get <i>H</i> to do <i>A</i>	Counts as an attempt to elicit the required information

Some utterances are however more difficult to categorize, as with the following example from the recorded data:

(Interviewer has requested permission to carry out interview)

"...Also Bereich Stahl und Lager und Service-Center was weiß ich sind Sie schon richtig nur diese Meinungsforschungsinstituten die scheinen jetzt in allen europäischen Länder zu erforschen äh da sind die Holländer auf dem Markt da sind Sie auf dem Markt da kommen wir nicht zu der Arbeit "

A request is typically followed by an acceptance or a refusal. This is clearly not an acceptance, and may or may not qualify

¹ Klinke (1975) discusses in more depth the status of questions and requests in speech acts.

as a refusal. Reference to Searle's felicity conditions is also insufficient to determine illocutionary force. While it can be seen that, on the application of the *sincerity rule*, the respondent raises an issue connected with interviewing which he is not happy about - "da kommen wir nicht zu der Arbeit" - it is not clear that he doesn't intend to cooperate. The essential rule: counts as an agreement/promise to comply with the request is not satisfied.

b) The use of Grice's conversational implicature

A further test is possible using Grice's rules for conversational implicature (ibid. 4.3.4.). According to the maxim of quantity the speaker must not "provide more or less information than is required for the current purposes of exchange". Here the respondent has not provided the interviewer with sufficient evidence NOT to proceed with the interview, as the next utterance confirms:

Interviewer: " Das weiß ich nicht..von anderen habe ich nichts gehört..soviel Zeit wollte ich Ihnen nicht wegnehmen..ich habe hier ein kurzes Interview vorbereitet das dauert so 'ne Viertelstunde...wenn ich die Fragen stellen könnte"

The interviewer repeats the request, and this time receives an adequate reply, ie a refusal:

Respondent: "Ja....(das Büro ist) im Augenblick sehr schwach besetzt...diese Woche wird es mit Sicherheit nicht mehr gehen"

The first utterance by the respondent can be more accurately described by the felicity conditions of the act of COMPLAINING.

"da kommen wir nicht zu der Arbeit"

The speaker expresses a problem, for which the hearer is directly or indirectly responsible.

The interviewer responds by REJECTING THE COMPLAINT:

"soviel Zeit wollte ich Ihnen nicht wegnehmen"

Classification of utterances in the interview data can be therefore made based on one or more of the following criteria:

- i) Pre-determined function of the utterance by reference to the goals of the interview.
- ii) Correspondence to the felicity conditions necessary for the speech act in question to apply.
- iii) Adequacy of the utterance as an indicator of the relevant speech act's illocutionary force, according to the Gricean maxims of cooperation, the preceding and following utterances and in the context of a business interview.

c) Classification by adjacency pair

While there is some debate as to whether naturally-occurring conversation can be analysed in terms of adjacency pairs or triplets (Stubbs, 1984; Goffman, 1981) interview data, on preliminary analysis, fit very well into the adjacency pair structure. Some adjacency pair first-parts have only one possible, non-deviant second part, such as thanking (acknowledgement of thanks); others have several, eg requesting has at least five possible second parts.

Table 5.1 lists the speech act adjacency pairs that were identified in the data.

Table 5.1

Speech act adjacency pairs in business interviews

First part -----	Second Part -----
Requesting	Agreeing to request Refusing request Prevaricating Rejecting the request Questioning the presuppositions of the request
Questioning	Answering Refusing to answer Prevaricating Rejecting the question
Complaining	Apologizing Rejecting complaint
Thanking	Acknowledgement of thanks

5.1.2. Selection of speech acts for analysis

For a study of this scope, the inclusion of 15 different speech acts as listed above would preclude an in-depth analysis of each. To reduce the list to a manageable size the following selection criteria were used:

- i) Frequency of occurrence in business interviews
- ii) Importance of the speech act to the "face needs" of the interactants (see 4.4.)
- iii) Value of the act as a source of cultural variation.

Table 5.2 shows an evaluation of the speech acts in terms of these criteria.

Table 5.2
Evaluation of speech acts in interview

Speech act	Frequency of occurrence	Importance for "face needs"	Source of cultural var.
Requesting	+++	+++	+++
Disagreeing to req.	++	+++	+++
Agreeing to req.	+++	++	+++
Prevaricating	++	++	+
Rejecting req.	+++	+++	+++
Questioning	+++	+++	+++
Answering	+++	++	+++
Refusing to answer	+++	+++	+++
Prevaricating	++	++	+
Rejecting Q.	++	+	++
Complaining	+	++	+++
Apologizing	++	+++	+++
Rejecting complaint	+	+++	++
Thanking	+++	++	-
Acknowledging thanks	+++	++	-

Key

High frequency of occurrence or level of importance	+++
Moderate frequency of occurrence or level of importance	++
Low frequency of occurrence or level of importance	+
No attributable significance	-

The following speech acts were selected as the most important for an analysis of language functions in interview by adding together the '+s' over the three categories:

1. Requesting
2. Agreeing to request
3. Refusing request
4. Questioning
5. Answering a question
6. Refusing to answer a question
7. Apologizing

5.1.3. Data collection

While interviewers and respondents are both part of the same speech event (the interview) they may come from different speech communities and socio-cultural backgrounds; therefore each type of interactant must be dealt with as part of a separate population. This requires two stages of data collection.

a) Respondents

Atteslander notes, referring to the widely-used stimulus-response model in social research, that

"a direct...relation exists between a stimulus and a particular response... Some authors express the view that the greatest possible control over the stimulus "question" or "questionnaire" should be exercised in order to ensure the reliability (and in our case also the comparability) of the answer." (1984:89)

Atteslander goes on to propose an alternative *Stimulus-Person-Response* model, (see 3.2, above) which takes into account the influence of situational factors on the *Person* in the interview, but this does not weaken the argument that a standardized question and request format is a fundamental requirement to ensure comparability of answers between respondents.

It was therefore decided, to obtain a reliable and comparable set of data, to record interviewees' responses to a strictly pre-worded and structured questionnaire, the locutionary form of which does not change from interview to interview.

b) Interviewers

Unlike respondents, it is not possible to record business interviewers on the telephone without them being aware of the recording and thus affecting the way they speak.

A discourse completion test was therefore used along the same lines as in the Blum-Kulka & Olshtain project, (See above, 4.6), adopting the elicitation principle as a means of obtaining data.

To elicit the speech act *request to interview respondent*, for example, the following situation was put to the interviewer:

Interviewer: Good morning, my name is from XYZ Consulting. We have been commissioned by a manufacturer of tubes and pipes to carry out a market survey among end-users of small-bore pipes, to find out out attitudes toward suppliers.
.....?

Respondent: Yes of course, if I can help.

The Discourse Completion Test consisted of ten such sequences to elicit questions, requests and apologies. Although the tests were clearly filled in and in most cases successfully elicited the desired speech act, the exercise was finally abandoned due to problems in finding enough candidates to complete the tests.

It was also felt that the elicited data would not be comparable with actual recorded language data from interview respondents. At this point it was decided to include only interviewees in the empirical part of the project.

5.1.4 Interview topic areas

Levinson (1984) distinguishes between two uses of the term *speech act*:

- a) A type of illocutionary act characterized by a kind of illocutionary force, eg a *request*.
- b) A similarly defined illocutionary act plus a particular propositional content, eg a *request to open the door*.

The question at this point was: how far can one generalise about a particular speech act without reference to a particular propositional content? Do we need to compare many different requests to talk about requests in general or must we restrict ourselves to comparing one request for a packet of biscuits with another request for the same packet of biscuits?

The pilot interview data shows that, in business interviews, the propositional content of requests and apologies varies very little. Interviewers' requests are for permission to carry out the interview or to call back, respondents requests are for a postponement of the interview. Interviewers' apologies are usually for taking too much time, and respondents' apologies for inability to supply certain information.

Where propositional content does vary widely is clearly in the area of questioning, and the average business interview includes a wide range of questions on different topics. The main influence on locutionary form of questions is the confidentiality of the topic area. It was therefore decided not to group together questions on different topics, but to treat different questions as separate stimuli.

5.2 Pilot project 2

The opportunity to carry out a second pilot survey was provided by a further commercial project: a market survey of end-users of liquid processing equipment. The survey was conducted by telephone interview in the United Kingdom, France and West Germany.

Although the total number of interviews to be carried out was small (a total of 30 - 40 altogether but with a heavy bias toward the German end-users) the survey presented a useful opportunity to pilot the data analysis technique set out in 5.1.

A semi-structured questionnaire was used for the interviews; ie the wording of the questions was fixed but the question number and order varied from interview to interview. The interviewer was the author in each case.

5.2.1 Analysis; procedure

The interviews were recorded in their entirety on cassette tape and a lexical transcription made. Prosodic features were not transcribed. The transcribed interviews were read through and coded into speech acts using the same method as for the first pilot survey (5.1). The highly structured nature of the interviews made this a fairly straightforward process - in only a few cases was it necessary to apply Searle's felicity conditions for the realisation of speech acts or refer to Grice's conversational maxims to determine which speech act was occurring.

16 different types of speech act were identified in the data. The number of examples of each are indicated in table 5.3.

TABLE 5.3

Survey data: examples of speech act in each language

Speech act	Number of examples		
	German	English	French
Requesting	-	2	-
Agreeing to a request	5	2	4
Refusing a request	6	2	-
Prevaricating (on a request)	1	-	-
Questioning the presuppositions (of a request)	4	-	-
Questioning	6	4	5
Answering a question	17	23	25
Refusing to answer	6	6	4
Prevaricating (on a question)	-	1	-
Rejecting a question	5	1	1
Complaining	1	-	-
Apologizing	-	-	-
Rejecting a complaint	-	-	-
Thanking	-	-	-
Acknowledgement of thanks	9	9	4
Redirecting a request	4	3	1

5.2.2 Selecting speech acts for analysis

The selection procedure used in pilot survey 1 was based on frequency of occurrence, importance for face needs, and as a source of cultural variation. Comparing this selection with the results from pilot survey 2, the following observations can be made.

i) Of the seven selected speech acts, two - requesting and apologizing - occur too seldom to provide sufficient data for analysis.

ii) Agreeing to a request and refusing a request occur frequently, and are also highly comparable, as the request (ie the stimulus) was the same in each instance.

iii) Answering a question produced too varied a range of data for comparison without further selection or subdivision. For this reason two sub-categories of question were specified, both of which occurred in the data. These were:

1. Yes/No type questions and
2. Value-type questions

Example: Yes/No type question

Interviewer: Do you have a photocopier in your office?

Respondant : Yes we do

Example: Value-type question

Interviewer: How many photocopiers do you have in your office?

Respondant : We have four altogether

Two other types of question that commonly occur in market research interviews were not included in the questionnaire, namely:

3. Multiple-choice questions and
4. Open description questions.

This gives a final list of six speech acts for the sample data:

1. Agreeing to a request
2. Refusing a request
3. Questioning
4. Refusing to answer a question
5. Answering a yes/no question
6. Answering a value question

5.2.3. Analysis and results

The analysis of the interviews in pilot survey 2 is based on the speech act element coding system used in the CCSARP project.

It will be recalled that the CCSARP framework (4.5.) consists of six element types: Address term, strategy, perspective, mitigators, upgraders, and adjuncts. A heuristic method of adding categories to the frame of analysis as they occurred was preferred to working with a pre-defined taxonomy of speech act elements. This ensured the flexibility of the coding system consistent with a pilot project.

The results therefore only indicate which speech act element categories were the most common in each dimension (strategy, adjunct, downgrader etc) for each language.

The categories of *address term* and *request perspective* used in the CCSARP analysis apply only to requests and have therefore been omitted from the analysis.

Table 5.4 summarises the pilot survey 2 results.

Table 5.4.

*Speech act realisation patterns in interview: pilot survey results
from English, French and German groups*

Speech act	Dimension	English group	French group	German group
1. Agree to request	Strategy	Simple affirmative eg "yes"	Simple affirmative, adverbial phrase eg "bien sur" or mood derivable response eg "allez-y"	Mood derivable response eg "Machen Sie's"
	Adjuncts	seldom occur	Play down request eg "je vous en prie" and scope limiter eg "je connais pas tout"	Escape clause eg "Mal sehen ob ich sie beantworte" and scope limiter "ein paar Antworten (kann ich Ihnen geben)"
2. Refuse request	Strategy	Reference to specific readiness eg "I'm a bit tied up at the moment"	no data available	Reference to willingness eg "Wir machen sowas am Telefon nicht"
	Adjuncts	Parry request eg "Could you write in or something?"		Justifier eg "Das sind so interne Frage" or Appeal to listener's understanding eg "Müssen Sie ja verstehen"
3. Question	Strategy	Direct interrogative, eg "Does your company do that?", indirect inter- -ogative eg "Is there any chance of knowing.."	Declarative eg "Du type spray alors c'est ça"	Direct interrogative eg "Für welche Branche fragen Sie?"
4. Refuse to answer question	Strategy	Reference to inability eg "I would not know"	Reference to inability eg "Je connais pas les chiffres"	Reference to willing- -ness eg "Da möchte ich mich nicht äußern" or question overload eg "da bin ich überfragt"
	Downgraders	Adverbial eg "I'm not absolutely sure" or syntactic mitigators eg "I would rather not say"	Starter gambits eg "Alors" or appealer gambits eg "Hein?"	Adverbial eg "Fast" "ein bisschen"
	Adjuncts	Explanations eg "I'm not the one to talk to"		Explanations eg "Denn wir sind ein Saisonbetrieb"
5. Answer yes/no question	Adjuncts	Repetition eg "We don't" Elaboration eg "but they might be used in our other branch"	Elaboration eg "on a trois"	Repetition eg "Haben wir nicht"
6. Answer a value question	Downgraders	Adverbial mitigators eg "about"	Adverbial mitigators eg "à peu près"	Syntactic mitigators eg "Sagen wir mal"

Only those dimensions which proved to be a source of cross-language variation have been included in the table; thus the strategies used to realise speech acts 5 and 6, which were merely yes/no locutions and cardinal numbers, have been omitted.

5.3. Some speculative interpretation

a) Facework (see 4.4.1., above)

The occurrence of face work shows how a request or question has been perceived by the respondent. If an agreement to a request or an answer to a question includes facework this means that the request has been interpreted as a face threatening act.

The tendency for Germans to use escape clauses and scope limiters when agreeing to a request indicates negative face work toward the speaker - supporting the speaker's need to be unimpeded.

The tendency for French to use play down requests when agreeing to a request indicates positive face work toward the listener - supporting the hearers need to be approved of.

The tendency for English speakers to attempt partial answers when refusing to answer a question indicates positive face work toward the speaker - supporting the speakers need to be approved of.

b) Brevity

This cultural variant applies mainly to questions though it can also apply to requests. It might be defined as fullness of response, or how much information is supplied given the stimulus of a question.

The results show a tendency among the French respondents to look further into a question and preempt related questions,

illustrated by the incidence of further specification and elaboration in the French responses.

German respondents on the other hand tended toward brevity, not providing information beyond that which is directly asked for. This was illustrated by the almost universal lack of adjuncts to the answers to yes/no questions.

c) Certainty

This cultural variant is illustrated by the propensity of a respondent to use understatement or mitigation, thereby reducing the speaker's commitment to a declaration or statement.

The German respondents in the survey used far less understatement than the English or the French.

d) Other cultural variants

A tendency can also be observed among German respondents to explain or justify answers to questions or refusals to requests.

Another typically German response was to appeal to the listeners understanding when making a refusal. This might also be classified as positive face-work by the speaker, showing a need to be approved of.

The common German response of question overload - "ich bin überfragt" can be seen as a way of turning the blame for the lack of a satisfactory answer from the respondent to the question itself. It is more a statement about the question (or perhaps the questioner) than the person being questioned, just as by saying "the washing machine is overloaded" one is saying more about the laundry in it than the machine itself. There is no comparable way of expressing this idea in French or English, and none occurred in the data.

6. The main survey: procedure

6.1. Some preliminary considerations

One of the decisions for the researcher using speech act analysis is: which level of speech act categorization is appropriate? There is in fact a whole hierarchy of speech act realisation categories, as the following utterance illustrates:

Could you possibly open the car window?

is at the same time:

1. An expositive (one of the five "families" of speech acts indicated by Austin)
2. A request
3. A mood derivable request
4. A conditional request
5. A mitigated conditional request
6. A listener-oriented mitigated conditional request
7. A listener-oriented mitigated conditional request to activate something
8. A listener-oriented mitigated conditional request to open a window

and so on, *ad infinitum*.

As a general rule of scientific experiment, the number of categories and sub-categories used in the analytical framework should not be more than that required to highlight the variable factors in the population. Therefore this project follows the method of sub-dividing utterances into different categories until cross-language differences in speech act realisation become apparent.

6.2. Survey type and procedure

The language data were obtained from a telephone survey among technical managers employed in manufacturing companies in England, France and Germany, to assess opinions on a factory computer system.

Respondents were all "technical" to the extent that they were involved in running advanced computer systems; and "managers" by virtue of their level of responsibility.

A structured questionnaire was used which included 17 questions, 5 of which were selected for analysis. The survey was conducted for a market research company and the recorded interviews used with the company's permission. (Thus respondents were aware only of the market research objectives of the interview, not the linguistic objectives.) As the technical information obtained was confidential to the market research company, some of the terms used in both questions and responses have been altered or substituted with the letters x,y or z. This does not affect the analysis of language use.

The 5 "stimuli" chosen - requests and questions - represent broadly the exchanges involved in a business interview. These are:

1. Request to interview
2. Value question
3. Multiple-choice question
4. Yes/no question
5. Open question

following the criteria set out in the second pilot survey.

The questions were worded as follows¹:

¹ The French and German versions of the questions are given in the appendix.

1. Good morning. My name is from XYZ Consulting. We're carrying out some research on x and y. Can I ask you some questions?
2. How many projects do you have, on average, per year?
3. For which of the following types of application do you have projects. Process control unit or division? Manufacturing unit or machine? Warehousing and materials handling?
4. Are you familiar with networks operating at the lowest level or "x" systems, that is, networks which link up y and z?
5. Do you see any disadvantages to x?

Responses to the request to interview were divided into acceptances and refusals; responses to the other 4 stimuli were not subdivided. This gave a total of 6 interviewee speech act types, namely:

1. Accept request to interview.
2. Refuse request to interview.
3. Answer a value question.
4. Answer a multiple-choice question.
5. Answer a yes/no question.
6. Answer an open question.

6.3. Sample size and selection

The target number of respondents per country was 100. The number of responses actually used for the analysis was 701 rather than 1800 (100 interviews x 3 countries x 6 responses) for the following reasons:

- a) A refusal to the request to interview resulted in an immediate closing of the dialogue and therefore no further responses were obtained.
- b) Some recordings were inaudible or unclear
- c) A maximum of 50 responses for any one question or request was fixed for logistical reasons, ie so that

the number of responses in any one category was not disproportionately large.

Respondents were selected according to their technical expertise and the company's activities - there was no random sample selection. For this reason, and also because the sample was too small to be statistically representative, no statistical tests have been carried out. Responses were obtained from approximately 0.25% of an estimated population of 60,000.

The respondents each form part of a cohesive group with the following common factors:

1. Native language (nationals foreign to the target country were eliminated)
2. Education level: university, polytechnic or equivalent - and training: technical or scientific.
3. Managerial status, both by job title and assessed area of responsibility.
4. Sex: all respondents were male.

6.4. Framework of analysis

It was possible to reduce the number of speech act element categories to three dimensions: strategies, mitigators and adjuncts.

a) Strategies

The illocutionary force of an utterance is essentially realised in the strategy, that is the speaker conveys the essential content of the message in the strategy.

b) Adjuncts

An adjunct provides additional information, makes provisos or explanations to the strategy, refines, qualifies or gives examples.

c) Mitigators

A mitigator alters the impact of a speech act by softening or intensifying² it. If used in performing a face-threatening act such as an acceptance or refusal of a request, then its function is a *politeness* one. If used in answering a question for information, mitigators alter the degree of certainty or confidence the speaker shows in his answer. In this case their function is an *epistemic* one. This may be via *gambits*, ("discourse lubricants"; House 1984:245), *syntactic mitigation* or other *downgraders* or *upgraders*.

Separate categories for strategies were established for each response group. In some instances sub-categories within strategies were used where cultural differences were not apparent from the higher classifications. Additional categories were added during the course of the analysis where obvious differences would otherwise have escaped classification, eg in response group 5, where the French group often appeared to be answering a different question to the other groups.

While there are different adjunct categories for each response type, the mitigator categories are common to all 6 responses.

6.5. A taxonomy of speech act realisation segments

6.5.1. Strategies

Table 6.1 lists the different categories of strategy used in the analysis of each speech act.

² The CCSARP project does not include upgraders under mitigators, but as a separate dimension. The elimination of this additional dimension facilitates the tabulation but does not include the analysis or conclusions.

Table 6.1
Strategies identified in performing six speech acts

<i>Accept request to interview</i>	<i>Refuse request to interview</i>	<i>Answer a value question</i>	<i>Answer a multi- choice question</i>	<i>Answer a yes/no question</i>	<i>Answer an open question</i>
Affirmative yes	Direct:	Positive:	Category	Yes/No	Yes/No
Adverbial	No	Number	Position	Mood derivable	Mood derivable
Mood derivable:	Adverbial	Range	State		Adverbial
Conditional	Mood derivable	Qualitative	activity		State disadvantage
Interrogative	Indirect:	Negative or	List and		only
Suggestion	Refer to	non-committal:	comment		
Declarative	appropriateness	Request more	Descriptive		
Imperative	Refer to	information	Predication:		
	willingness	State difficulty	with		
	Refer to	Reject	without		
	readiness	Don't know			
		Refer to			
		appropriateness			
		Refer to 3rd			
		party			
		Refusal			

Definitions

Column 1: Accept request to interview

Adverbial denotes the use of an adverb such as "certainly" or an adverbial phrase eg "not me" or "bei mir schon gar nicht"

Mood derivable indicates that the grammatical mood of the verb in the strategy marks its illocutionary force as an acceptance, refusal etc.

In column 1, as well as the three standard grammatical moods declarative, interrogative and imperative, *conditional* has been included, though its grammatical status lies between a mood and a tense. A *suggestion* is strictly speaking another category of speech act, but the application of Gricean maxims imply that its function is an acceptance of the request. It is

most easily coded as a mood derivable strategy, and although its grammatical mood is the indicative, its level of directness is clearly different from other indicatives, as the survey data show.

Examples of mood derivable strategy types for speech act 1 are:

- a) Conditional³: "You could do"; "Si je peux vous répondre"
- b) Interrogative: "What do you want to know?"
- c) Suggestion: "You can try"
- d) Declarative: "You can"; "Das können Sie"
- e) Imperative: "Fire away"; "Schiessen Sie mal los"

Column 2: Refuse request to interview

Examples of *direct* strategies are:

- a) No: "no"
- b) Mood derivable: "I can't help you there"
- c) Adverbial: "Not me"

Indirect strategies do not have the surface syntactic form of a refusal, but refer to preparatory conditions which preclude an acceptance. Examples are:

- a) Refer to appropriateness: "We don't use those systems"
- b) Refer to willingness: "I don't want to be involved in the survey"
- c) Refer to ability: "I don't know anything about that"
- d) Refer to readiness: "I'm too busy"

³ See footnote p 2

Column 3: : Answer a value question

Positive strategies provided the interviewer with some useful information for the market survey; examples are:

- a) Number: "6"
- b) Range: "5 to 10"
- c) Qualitative: "Very few"

Examples of *negative* or *non-committal* strategies:

- a) Reject question: "To answer that would be quite meaningless"
- b) Don't know: "I don't know"
- c) Refer to appropriateness: "We wouldn't have that information at this plant"
- d) Refer to third party: "You'll have to ask someone else about that"
- c) Refusal: "I can't give you that information"
- e) Request more information: "What do you mean by 'project'?"
- f) State difficulty: "It's hard to quantify"

The last two speech act categories can also appear as adjuncts and are classified as such if they precede or follow a more committed answer.

Column 4: Answer a multiple-choice question

With or without predication means eg "manufacturing" or "that would be manufacturing".

Examples of strategy type are:

- a) Category: "manufacturing"
- b) Position: "the second one"
- c) State activity: "we manufacture gearboxes"
- d) List and comment: "Process control yes,
manufacturing no, ..."
- e) Descriptive: "It's more in the area of energy.."

Column 5: answer a yes/no question

Direct responses eg "yes"

Indirect responses eg "I know a little about them"

Column 6: Answer an open question

State disadvantage only ie where the question is implicitly answered yes or no.

6.5.2. Adjuncts

Table 6.2 lists the different categories of adjunct used in the analysis of each speech act.

Table 6.2
Adjuncts identified in performing six speech acts

Accept request to interview	Refuse request to interview	Answer a value question	Answer a multi- choice question	Answer a yes/no question	Answer an open question
Scope limiters	Refer to		Request more information		
Escapes clauses	appropriateness		State difficulty		
Explanations	Refer to		Give example or further information		
Specifier	willingness		Refiner		
questions	Refer to		Qualifier		
Supply add.	readiness				
information	Refer to				
Query	ability				
willingness	Third party				
Query	referral:				
appropriateness	Direct reference				
Specifiers	Suggestion				
	Offer				
	Request				
	Command				

Definitions

Column 1

Scope limiters reduce the speakers commitment to the interview, often in terms of time, eg "I'll give you a minute".

Escape clauses enable the speaker to get out of his commitment to the interview if circumstances allow or oblige it, eg "Providing I know the answers". Examples of other adjuncts are:

- a) Explanations: "Because I don't have much time"
- b) Specifier questions: "What area of industry are you talking about?"
- c) Supply additional information: "We're users not manufacturers"
- d) Query willingness: "But I don't see why I should"
- e) Specifiers: "I can only speak for our plant"
- f) Query appropriateness: "I'm not really the right man to speak to"

Column 2

Adjunct elements here are divided into two categories: those giving reasons for the refusal, and those referring the interviewer to a third party.

Those adjuncts offering reasons for refusal are classified in the same way as indirect strategies, ie reasons of appropriateness, willingness, ability and readiness.

Examples of adjuncts of *third party referral* are:

- a) Direct reference: "I'll pass you over to Mr Jones"
- b) Suggestion: "You could talk to Mr Jones about that"
- c) Offer: "Can I give you Mr Jones?"
- d) Request: "Could you phone Mr Jones?"
- e) Command: "You must speak to Mr Jones about that"

Columns 3 - 6

Examples are:

- a) Give example or further information
- b) Explanation: "Because there's a bit of that in most projects"
- c) Refiner: "Large projects that is"
- d) Qualifier: "As far as I know"

6.5.3. Mitigators

Mitigator categories are the same for all speech acts.

a) Gambits⁴

Cajolers are used to persuade or soothe the hearer, as in: "I mean"; "Wissen Sie"; "Si vous voulez"

Starters are signals used by a speaker to inform the hearer that he now wishes to say something. Examples are: "Now"; "Passen Sie auf"; "Alors"

Receipts are used to communicate that one has heard and understood one's interlocutor, as in "Ach was!"; "Ha!"; "Oh bah".

Appealers are tags used to seek confirmation or approval from the listener, eg "Nich"; "Nä"; "Hein"; "Quoi".

⁴ These definitions are used by House (1982c)

b) Syntactic mitigators

The surface syntactic form of an utterance can be varied to intensify or soften its effect on the hearer. Examples are:

- i) Conditional "That would be 5 or 6"
- ii) Obligation: "I'll have to pass you over to another department"
- iii) Uncertainty: "I'm not sure I can help you there"
- iv) Apologies: "I'm afraid I can't give you an answer there"
- v) Embedded if-clause: "30 or 40 if you quantified it"
- vi) Other syntactic: "Let's say"; "It's like this"

c) Other downgraders

- i) Understaters, eg "Probably"; "Something like"
- ii) Downtoners may make a refusal less final, as in "Not JUST at this moment"
- iii) Adverbial phrases such as "Normally", "In other words".

d) Upgraders

These serve the function of intensifying or aggravating a refusal or emphasising a point.

- i) Repeaters: "Not really, NO"
- ii) Upgraders: "Definitely"; "Clearly"

7. An Overview of Survey Results

This chapter presents the survey results by response for each language group.

The numbers in brackets which appear before each example from the data correspond to the numbers in the appendix. Each response is numbered separately by response type and language; eg the first example in 7.1.1. can be found in the appendix under response 1A, English, number 20.

The numbers in curly braces {} after each speech act category indicate the number of responses of that type divided by the total number of responses to the question, for the relevant language group. In the case of *gambits*, the number of instances per response is given, which in some cases is more than 1. (ie where several gambits occur in one response). The use of mitigators is indicated by italics.

The results are given in table form at the end of the chapter.

7.1. Response 1A: Accept request to interview.

There were virtually no differences in the use of strategies between the 3 groups for this response. In each case there was an approximately equal number of affirmative "yes" and mood derivable/adverbial phrase responses.

Among the mood derivable responses there were certain differences in approach: particular to the English group was for example the suggestion {0.1}

(20) Well you can try

while over half of the German mood derivable responses were in the imperative {0.25}

(4) Ja machen Sie es mal

The English group produced the highest number of unqualified responses {0.64}, compared with the French {0.49} and German {0.49} groups.

Within the qualified responses, the German group used far more {0.29} and more varied qualifications, notably requesting more information before committing themselves to participating in the interview, eg

(9) Und für wen ist diese Studie gut?

and querying their own suitability as an interviewee {0.16}

(7) Ja die Frage ist ob ich der richtige Mann dafür bin nã

The French group used proportionately more scope limiters {0.10} eg

(27) Oui mais très brièvement hein

and escape clauses {0.16}

(24) Je ne peux pas vous garantir que je pourrais répondre

Common throughout the survey was the French group's wide use of gambits, in the case of this response usually starters {0.27} such as *alors* or *enfin*.

The German group used the highest number of downtoners and understaters {0.10}, eg

(21) *Vielleicht* unser Herr X

(10) *Bloss* daß ich mal weiß

but also upgraders and emphasizeers {0.12}, eg

(3) *sicherlich* nicht ganz richtig

Particular to the English was the act of **emphasizing of committment** {0.08}, thus

(19) But I'll try and answer your questions

7.2. Response 1B: Refuse request to interview.

The German group included a very high percentage {0.43} of direct refusals compared to the French {0.08} and the English {0.10}. 37% of the German responses began with the words *nein* or *nee*.

Responses without mitigation or further explanation are also unique to the German group, eg

(2) Nein auf keinen Fall am Telefon überhaupt nicht
or even

(3) Nein

The indirect refusals, and the adjuncts to the direct refusals all involve a reason or an explanation for the respondents lack of cooperation.

The most common reason given by the English respondents was a **lack of readiness** {0.20}, as in

(10) I'm afraid I've just started a meeting

Within the French group the most common reasons was **lack of appropriateness** {0.23}

As with strategies within this response, there are two basic functional types of adjunct: those giving a reason as described above, and those referring the interviewer to a third party or a more appropriate time. Each group had its own preferred method of referral.

The English group tended to either the **suggestion** {0.12}

(40) I suggest you ring back at two-thirty

or the request {0.17}

(39) Could I ask you to ring back about two?

The French respondents frequently made a direct referral {0.21} by using a performative expression, eg

(10) Je vais vous passer mon responsable

The German group made frequent use of the command {0.26}

(25) Da fragen Sie unsere Organisationsabteilung die Frau X

The French group made wide use of gambits in refusing requests, particularly in the common response starters {0.75}

(1) Bien écoutez

(5) Alors écoutez

This function is performed by the English word *well* which also occurs frequently in the English group responses {0.39}. By contrast the German *passen Sie auf* and *schauen Sie mal* were seldom used {0.08}.

While the German group showed a very low overall propensity to mitigate, the French and English groups made wide use of syntactic mitigation, notably the conditional forms {English:0.76, French 0.50}, for example:

(26) Je préférerais une autre fois

(9) But one of my colleagues would be

and expressions of doubt or uncertainty

{English:0.24, French 0.23}, for example:

(11) *Je pense que je vais pas vous apporter grande chose*

(3) *I don't think really it's relevant to myself in this case*

Particular to the English group in making refusals was the use of apologies {0.20}

(10) *I'm afraid* I've just started a meeting

7.3. Response 2: Answer a value question.

Cross-language differences can be observed in the non-committal responses to the value question, where the French group frequently gave a don't know answer {0.19}

(13) oh alors là je peux pas vous le dire

while the most common German response was the rejection {0.14}

(33) ist die Frage fast nicht zu beantworten

The responses from the English group were evenly distributed across the range of alternatives.

The French respondents made the most frequent use of adjuncts {1.64}, almost twice as many per respondent as the German group {0.88}. The most common types were explanations {0.47}

(16) Parce que nos systèmes ne sont pas très anciens

and refiners {0.56}

(20) des projets comme ça, de reconstruction de machines on en fait 40 ou 50 par an

Explanations were used almost as frequently by the German group {0.33}

(11) Weil wir teilweise auch nicht genau so wissen wo es überall hingeht

but rarely by the English group {0.11}

The pattern established in the request responses for mitigators applies equally to the responses to the value questions: the French made frequent use of gambits, the English of syntactic mitigators, and the Germans little use of either.

The inter-cultural differences are more pronounced in this response group. The French group used over twice as many gambits {1.8} as the English {0.68} and three times as many as the German group {0.60}. Some French responses contain 4 or 5 such gambits, eg

(12) *oh écoutez/si vous voulez/en moyenne/ on a enfin/bon*

The English made frequent use of conditional mitigators {0.47}, eg

(3) *oh about four or five I'd say*

as well as forms of uncertainty {0.26}

(16) *well I would think for what you're saying we don't have them*

The French group also used uncertainty forms {0.17} eg

(15) *je crois qu'on va avoir un gros projet par an*

There were no instances of uncertainty forms among the German group.

The English made much the most frequent use of understatement {0.59} compared with the French group {0.39} and the Germans {0.30}. The following response includes three such mitigators in one utterance:

(11) *but worldwide it's probably / something like uh about ten*

Repeats frequently occurred in the French {0.33} and German {0.20} responses but rarely in the English {0.03}. They usually have a reiterating or emphasizing function, thus

(11) *schwer zu sagen es ist ganz schwer zu sagen*

(16) *c'est très variable c'est très variable*

7.4. Response 3: Answer a multiple-choice question.

A majority of the English group {0.64} and a large majority of the Germans {0.85} preferred an unpredicated response, eg

(16) Process control

(18) Verfahrenstechnik

while the French {0.67} tended to predicate responses, as in

(4) *C'est machine et ligne de production*

Only the English group stated activities which were not mentioned by the interviewer {0.16}

(19) *well our function is machine tool manufacture*

7.5. Response 4: Answer a yes/no question

The results for all 3 groups included a majority of unqualified yes/no responses. This majority was particularly high for the German group {0.79}.

Similarly, the preferred response across the whole sample, and almost universal in the German group {0.96}, was for a direct answer, eg

(2) *ja*

although there were many indirect responses in the English {0.21} and particularly the French {0.32} results, eg

- (9) I'm aware of them but I'm not really an expert on them
 (1) bah actuellement c'est ce que nous sommes en train de mettre en place

leaving the correct response code to the discretion of the interviewer.

An interesting observation to be made particularly of the French group is a tendency to answer the question "Do you use x?" as well as, or instead of, "Are you familiar with?" {0.42}. For example, the following response would appear to answer the question: *Utilisez-vous les réseaux du type x?* rather than the actual question: *Connaissez-vous les réseaux du type x?*:

- (6) ah là on a pas tellement utilisé si vous voulez

The use of adjuncts in answering this question is fairly low overall, but highest in the French group, particularly to qualify or refine {0.26} the answer, eg

- (18) non non non je connais pas j'en ai entendu parler un peu, mais

or to add information {0.29}, eg

- (13) on a des liaisons entre automates par liaison

As with response 3, the overall use of mitigators here is low, with high scores for gambits in the French results only {0.66}, and for syntactic mitigation in the English results {0.31}. The latter mostly involves using language of doubt or uncertainty, thus

- (18) no *I don't think* not not from the way you're asking

Repeats were used commonly by all groups but most frequently by the French {0.42}, eg

(7) oui oui oui bien sur

Downtoners and **understaters** were used by the French {0.13} and the English {0.24} only, eg

(11) on fait traiter ca, *en général*

(19) no *not really*

Upgraders were used by the French {0.16} and the Germans {0.15} only, eg

(9) das sagt mir *überhaupt* nichts nein

(17) mais s'y *intéresser fortement*, oui

7.6. Response 5: Answer an open question.

The French group made far greater use than the other two groups of adjuncts in realising this response {0.73}, in particular in adding explanations {0.37} to justify their response, eg

(7) mais là je ne suis pas spécialiste hein

The most use of mitigation in this response was made by the French group {0.43} - the only response in which they made greater use of syntactic mitigation than the English {0.37}. In most cases this was either conditional {0.17}, as in

(23) bah *j'aurais* du mal a en voir

or an uncertainty function {0.23}, eg

(20) bien *je ne sais pas* je connais pas le prix de ces réseaux

This type of mitigation occurred with a similar frequency in the English responses {0.23}, as in

(8) uh *I think* I don't appreciate what x is

but in only one instance in the German responses.

The French also made the greatest use of adverbial mitigators {0.53} in this response, eg

(3) euh bah non *a priori* non

and upgraders/emphasizers {0.33} eg

(15) il y en a *surement*

(8) mais je ne sais pas ce que c'est le x *c'est ca*

SUMMARY TABLES

TABLE 7.1A

Response 1A: Accept request to interview

Category	English		French		German	
	No	%	No	%	No	%
Total responses	50		49		49	
of which:						
- unqualified	32	64	24	49	24	49
- qualified	18	36	25	51	25	51
1. Strategies						
Yes/no	24	48	22	47	24	49
Mood derivable	21	42	22	45	22	45
Adverbial	5	10	5	8	3	6
Mood derivable:	21		22		22	
- conditional	3		6		4	
- interrogative	1		1		-	
- suggestion	5		-		-	
- declarative	11		7		6	
- imperative	1		8		12	
2. Adjuncts						
	No	No/response	No	No/response	No	No/response
Total	17	0.34	35	0.71	41	0.83
- scope limiter	5		8		5	
- escape clause	8		12		8	
- explanation	2		7		2	
- specifier	2		4		14	
question						
- additional			1		1	
information						
- query					1	
willingness						
- query			3		8	
appropriateness						
- specifier					2	

TABLE 7.1A (cont.)

3. Mitigators

Category	English	French	German
Gambits:	10	25	21
- starters	9	13	10
- receipts	1	7	7
- cajolers	-	-	2
- appealers	-	5	2
Syntactic:			
- uncertainty	6	4	4
Other:			
- adverbial	-	-	2
- downtoner/ understater		1	5
- upgrader/ emphasizer		1	6
Positive markers:			
- repeaters	13	25	15
- play down request	8	10	6
- reinforce commitment	4	1	-

TABLE 7.1B

Response 1B: Refuse request to interview

Category	English No	%	French No	%	German No	%
Total responses	41		48		35	
of which:						
- direct	4	10	4	6 8	15	43
- indirect	37	90	44	92	20	57
1. Strategies						
a) Direct						
No	2		3		13	
Mood derivable	2		0		0	
Adverbial	0		0		2	
b) Indirect						
- refer to appropriateness	16		24		8	
- refer to willingness	2		4		2	
- refer to ability	3		11		3	
- refer to readiness	14		5		7	
- rhetorical + qualification	2		0		0	
2. Adjuncts						
	No		No		No	
a) Give reason						
- appropriateness	2		11		4	
- willingness	1		1		0	
- ability	3		1		2	
- readiness	8		5		9	
b) Refer to 3rd party						
- direct referral	0		10		0	
- suggestion	5		4		1	
- offer	2		1		1	
- request	7		2		4	
- command	1		2		6	

TABLE 7.1B (cont.)

3. Mitigators

Category	English	French	German
Gambits:	25	76	18
- starters	16	36	3
- receipts	7	19	11
- cajolers	2	0	2
- appealers	0	21	2
Syntactic:	31	23	7
- conditional	10	8	4
- obligation	2	0	0
- uncertainty	10	11	2
- apologies	8	1	2
- other	1	3	0
Other:			
- adverbial	0	1	6
- downtoner/ understater	9	11	10
- upgrader/ emphasizer	3	8	12
- repeaters	3	12	5

TABLE 7.2

Response 2: Answer a value question

Category	English No	%	French No	%	German No	%
Total responses	34		36		43	
of which:						
- positive	24	70	24	67	28	65
- negative or non-committal	10	30	12	33	15	35

1. Strategies

a) Positive				
Number	13	13	14	
Range	9	9	13	
Qualitative	2	2	1	
b) Negative or non-committal				
- request more information	2	0	2	
- state difficulty	3	0	2	
- reject	2	1	6	
- don't know	2	7	1	
- refer to appropriateness	0	3	2	
- refer to 3rd party	1	0	0	
- refusal	0	1	2	

2. Adjuncts	No	No	No
- state difficulty	7	5	10
- state ignorance	0	0	1
- request more information	12	12	6
- give example or information	4	0	0
- explanation	4	17	14
- refiner	8	20	7
- qualifier	7	5	0
- other	1	0	0

TABLE 7.2 (cont.)

3. Mitigators

Category	English	French	German
Gambits:	23	65	26
- starters	9	25	6
- receipts	5	17	5
- cajolers	8	6	1
- appealers	1	17	4
Syntactic:	26	22	9
- conditional	16	4	3
- obligation	1	0	0
- uncertainty	8	6	0
- embedded if-clause	1	1	0
- other	0	11	6
Other:			
- adverbial	7	6	2
- downtoner/ understater	20	14	13
- upgrader/ emphasizer	9	9	13
- repeaters	1	12	11

TABLE 7.3

Response 3: Answer multiple-choice question

Category	English No	%	French No	%	German No	%
Total responses	25		33		46	
of which:						
- predicated	10	36	24	67	6	15
- not predicated	15	64	9	33	40	85
1. Strategies						
Category	11	40	18	55	36	77
Position	6	28	8	24	9	19
State activity	4	16	0	-	0	0
List and comment	2	8	1	3	1	2
Descriptive	0		4	12	1	2
Other	2	8	2	6	0	0
2. Adjuncts						
	No		No		No	
- specifier question	2		1		0	
- additional information	3		8		4	
- explanation/comment	0		1		1	
- specifier	4		2		2	

TABLE 7.3 (cont.)

3. Mitigators

Category	English	French	German
Gambits:	7	32	10
- starters	4	13	3
- receipts	1	9	4
- cajolers	0	1	1
- appealers	2	9	2
Syntactic:	5	6	1
- conditional	3	2	1
- uncertainty	1	2	0
- embedded if-clause	1	2	0
- other	0	2	0
Other:			
- adverbial	5	5	3
- downtoner/ understater	0	10	4
- upgrader/ emphasizer	3	1	8
- repeaters	0	7	4

TABLE 7.4

Response 4: Answer yes/no question

Category	English No	%	French No	%	German No	%
Total responses	29		38		47	
of which:						
- direct	23	79	26	68	45	96
- indirect	6	21	12	32	2	4
1. Strategies						
Yes/no	16		25		37	
Mood derivable	10		11		8	
Adverbial	3		2		2	
Answer: "Are you familiar" only	23		22		43	
Answer: "Are you familiar and do you use"	6		16		4	
2. Adjuncts						
	No		No		No	
Qualifier/refiner	4		10		6	
Give additional information	5		11		0	
Other	3		3		6	

TABLE 7.4 (cont.)

3. Mitigators

Category	English	French	German
Gambits:	3	25	5
- starters	1	10	2
- receipts	1	3	2
- cajolers	1	2	0
- appealers	0	10	1
Syntactic:	9	4	4
- conditional	1	1	1
- obligation	1	0	0
- uncertainty	7	1	2
- other	0	2	1
Other:			
- adverbial	4	3	2
- downtoner/ understater	7	5	0
- upgrader/ emphasizer	0	6	7
- repeaters	9	16	13

TABLE 7.5

Response 5: Answer open question

Category	English No	%	French No	%	German No	%
Total responses	26		30		42	
1. Strategies						
Yes/no	10		15		25	
Mood derivable	6		12		13	
Adverbial	5		0		0	
State disadvantage only	4		3		4	
Other	1					
2. Adjuncts						
	No		No		No	
Qualifier/refiner	3		6		5	
Give additional information	0		2		0	
State difficulty	1		2		0	
Explanation	7		11		9	
Other	0		1		2	

TABLE 7.5 (cont.)

3. Mitigators

Category	English	French	German
Gambits:	4	25	7
- starters	4	11	2
- receipts	0	0	1
- cajolers	0	1	2
- appealers	0	13	2
Syntactic:	9	13	6
- conditional	3	5	3
- obligation	1	0	0
- uncertainty	6	7	1
- other	0	5	2
Other:			
- adverbial	8	16	9
- downtoner/ understater	9	5	8
- upgrader/ emphasizer	3	10	7
- repeaters	5	8	6

TABLE 7.6

Interview response analysis: overall results

Question category	English	French	German
1. Accept request	High no. of unqualified	Scope limiters Escape clauses	Imperatives More qualification
Adjuncts	Emphasize commitment		Downtoners & understaters
Mitigators			Upgraders & emphasizeers
2. Refuse request	Lack of readiness	Lack of ability	Direct refusals Unmitigated refusals
Adjuncts	Suggest or request alternative	Direct referral	Command alternative
Mitigators	Syntactic: conditional uncertainty	Gambits esp. starters Syntactic: conditional uncertainty	

TABLE 7.6 (cont.)

Overall results			
Question category	English	French	German
3. Answer value question		Don't know	Reject question
Adjuncts		Explanations Refiners	Explanations
	Specifier questions	Specifier questions	
Mitigators	Syntactic: conditional uncertainty	Syntactic: uncertainty	
	Adverbial	Gambits Repeats	Repeats
4. Answer multi-choice question	Unpredicated State other activities	Predicated	Unpredicated
Adjuncts			Very few adjuncts
Mitigators		Gambits	
5. Answer yes/no question	Usually direct Some indirect	Usually direct Some indirect	Almost all direct
		Answer on usage	
Adjuncts		Qualifiers & refiners	
Mitigation	Syntactic: uncertainty Downtoners & understaters	Gambits Downtoners & understaters	
		Upgraders Widest use of repeats	Upgraders
6. Answer open question			Highest % of unqualified responses
Adjuncts		Explanations	
Mitigators	Syntactic: uncertainty	Syntactic: uncertainty Adverbial Upgraders & emphasizers	

8. Language use and cultural differences

The first part of this chapter looks at the survey data in terms of specific cultural parameters.

The second part looks at descriptive and empirical work by other authors on cultural differences in behaviour, attitude and communication.

8.1. Cultural parameters

The survey findings indicate cross-cultural variation in four broad areas, implying four *cultural parameters*:

1. Orientation to "face"
2. Indirectness as a politeness mitigator
3. Certainty (self-assuredness)
4. Brevity/Fullness of response

8.1.1. Orientation to face

(see 4.4.above)

Those speech acts in the data which could be considered face-threatening acts are the responses to the request to interview.

An acceptance of the request threatens the face of the listener by putting him in the speaker's debt; in having his wish granted the listener "owes" the speaker something (possibly a thank-you).

The use of positive politeness in making this speech act shows the listener that the speaker wants the same wants - a sign of

approval or reassurance. There are three types of such *positive politeness marker* that occur in the data; these are

(Request: Can I ask you a few questions?)

Repeaters: Yes you can

Play down request: Yes, by all means

Reinforce commitment: Yes, I'll try and answer them

The English and French groups used almost twice as many such *positive politeness markers* as the Germans.

A refusal of a request on the other hand threatens the negative face of the listener in that it interferes with his freedom to carry out the interview. It also threatens the listener's positive face by not granting his wants, that is the speaker has other ideas, opinions or priorities.

The first aspect of face threatening is counter-balanced by *negative politeness markers*; in the data these occur as

Third party referrals: But the technical department
could help you

Positive politeness markers which are used are:

Explanations: I'm not really the right man to speak
to

Apologies: I'm afraid I'm in a meeting

Uncertainties: I don't think we have anything like
that

Negative politeness markers were used by all 3 groups with fairly equal consistency. The German group were again the least frequent users of positive markers with the exception of explanations; the English group used the most.

Why should the German group use fewer positive politeness markers? Are they simply less polite than their French and English counterparts?

Two explanations are possible from the Brown and Levinson model.

The choice of face-threatening act - ie the choice of acceptance and refusal *form* - is governed by payoffs and circumstances. The payoff of using a *bald on record* strategy - ie one without politeness markers - is one of efficiency and speed. Using politeness markers minimises the debt implication and emphasises the context of mutual significance.

This implies that, for this speech act in this situation, the Germans have a higher propensity to impart information efficiently and quickly, while the French and especially the English have a greater need to retain the amicability within the dialogue.

The circumstances governing the assessment of seriousness of the face-threatening act, following Brown and Levinson, are:

1. Social distance between interactants.
2. Relative power speaker:hearer.
3. Absolute ranking of the imposition in the culture.

Social distance, based on degree of interaction and type of good or information exchanged, does not differ between these cultural groups. There are no basic differences in the status of interviewers or interviewees (all respondents were taken from the same management stratum in each country), nor any evidence to suggest that perception of this status varies between the three cultural groups. Therefore if social distance and relative power speaker:hearer are constant, the hypothesis can be put forward that the perceived imposition of an acceptance or a refusal to be interviewed on the addressee

is greater in French and English management groups than in German management groups.

However this hypothesis is also fallible. The rank of an imposition in any culture depends on its acceptability and frequency. As interviewers in all three countries are equally used to receiving acceptances and refusals to their requests to interview, and with a similar frequency of occurrence, as are interviewees to dealing them out, the weight of this imposition is fairly similar in each cultural group. The strategy chosen in accepting or refusing the request is more a function of payoff than circumstance.

An example from everyday life will illustrate this. In English society, it is usual for shop assistants to apologise to customers for goods requested which they do not have in stock. In Germany this is much less common. The difference is not that English shops are better stocked, so customers are less used to negative responses; *nor that they shop less* frequently, nor that the consequences of not being able to buy the goods they are looking for are any more serious. It is a question of giving priority to efficient communication in the one culture, and to emphasising the mutual significance of the burden in the other.

8.1.2. Indirectness as a politeness mitigator

As mentioned earlier, (7.1) mitigation has two functions in language: firstly, that of making an utterance less direct, "softening the blow" of a statement or response which might be unfavourably received; and secondly, it has the effect of making a comment or judgement on something less certain - the antithesis of *conviction*. This latter function is referred to as epistemic mitigation.

The same language may be used for both mitigating functions; a good example is the English *I think*¹

a) (Speaker gets up to leave a dinner party)
I think it's time I left

b) (Sky clouds over)
I think we're in for a spot of rain

a) is a politeness mitigator, b) an epistemic mitigator.

The appropriate function of mitigation is given by the context of utterance. Any speech act which can be perceived as a face-threatening act, where it incorporates mitigation, does so as a politeness marker; other, "non-threatening" speech acts such as answers to questions may include epistemic mitigation.

The mitigation of request responses in the form of positive and negative facework has already been referred to in the previous section. There are two further aspects of politeness to be added to this, both of which are forms of indirection; indirection is not obviously facework, but is directed to the same ends.

The first is the use of syntactic mitigation in the form of expressions of doubt or uncertainty, and the conditional tense. Both types of indirection were commonly used by the French and English groups in the survey, but much less so by the German group.

The use of mitigation through gambits is, according to the survey data, a typically French practice.

The second form of indirection is highlighted in the survey in the response "Refuse request to interview" and is included in

¹ Of course the semantic field of the verb *think* is much wider; it has been chosen here to illustrate how the two types of pragmatic force known as mitigation can be realised using the same locutionary form

the strategy in the form of an indirect as opposed to a direct refusal. Brown and Levinson (1979:65) distinguish between "on record" and "off record" strategies, using the following definitions:

On record: an unambiguous speech act clearly expressing
communicative intention

Off record: more than one unambiguously attributable intention
is possible

This distinction does not accord with the survey results, as most if not all of the indirect responses are fairly unambiguous, eg

(40) I'm afraid I'm not qualified to answer your questions

which, although clearly a refusal, does not have the same directness as the simple "No".

Such direct refusals were only used widely by the German group.

What the German responses exemplify is clarity of position in the dialogue; the English and the French often appear to take the blame for the refusal themselves, as in the above response, and

(11) Je pense que je vais pas vous apporter grand chose.

In addition, the frequent use of starter gambits in French has the purpose of preparing the addressee for a refusal, of "breaking the ice", eg:

(5) Alors écoutez

which suggests a different attitude toward confrontation in dialogue.

8.1.3. Indirectness as an epistemic mitigator

This aspect of mitigation is used in answers to questions where commitment to a statement is required.

Taking language use across the range of responses, the group with the highest propensity to mitigate certainty is the English group; the German group showed a notably low level of mitigation in this respect, and the French group lay somewhere between the two, though somewhat nearer the English level.

This kind of mitigation is performed syntactically, using expressions of doubt or uncertainty, or adverbial phrases such as *something like, in etwa, à peu près*.

The opposite effect, that of reinforcing commitment or conviction, is achieved by using emphasizing or upgrading expressions such as *überhaupt, clearly, sûrement*; or repeating an answer or statement as in

(16) C'est très variable c'est très variable

Both devices were used by the French and German groups in fairly equal proportions, but rarely by the English group.

The payoffs, to use the Brown and Levinson term, of these opposing strategies are *diffidence* or *self-effaciveness* in the case of mitigation; and *confidence* or *self-assuredness* in the case of reinforcement.

This does not mean, of course, that because the English group tended to mitigate their answers, that the English are more diffident than the French or Germans; but perhaps that they do not wish to appear over-confident. This is an important consideration in business interviewing, where the interviewee has only been selected for interview because of his expert knowledge.

This very factor is also a plausible explanation for the use of reinforcement of commitment, where, having been selected for interview and therefore supposedly having some expert knowledge, the respondent tries to live up to this status by demonstrating conviction in his opinions.

8.1.4. Brevity/fullness of response

The question: how much did each group say in each situation? is a simple one to answer - a mere word count will provide this purely quantitative information. In fact with only one exception, the French are clearly the most wordy, and the Germans the least. But this is a rather superficial judgement.

There are important functional differences which distinguish the 3 groups. The French group can be distinguished from the other 2 groups in 3 respects.

Firstly, they made far greater use over the whole interview of explanations, refiners and qualifiers - information which was not directly elicited by the interviewer's questions.

Secondly, they showed a marked preference for predicated responses, essentially a formulaic or stylistic difference in language use. This often gave the impression of "chattiness" or more active participation in the dialogue, rather than simply repeating the interviewer's words (as in response 3).

Thirdly, the tendency in response 4 to answer a different question to that asked (Do you use? rather than: Are you familiar with? - see 5.5.1.) implies that the group often thought "beyond" the question, to try and answer what the interviewer was really after.²

² If this is a correct interpretation, then those respondents that answered in this way were mistaken. The interviewer was looking for levels of familiarity, not usage.

In almost direct apposition to this approach to answering questions was that of the German group, who rarely provided more information than was asked for. In all 4 responses to questions about information, they used the fewest adjuncts. This fact, coupled with their particularly low propensity to use mitigation of any sort, makes the German responses often read like a table of one-word answers.

The English group's preference for indirect responses gave their language a less punchy tone than the Germans', but they did not provide the same broadness of information as the French.

8.1.5. Four cultural dimensions

Table 8.1 illustrates the differences highlighted above in the form of scales. These are not quantitative, but merely compare the three groups on an related scale.

TABLE 8.1
Four Cultural Dimensions

i) Orientation to face			
Lesser			Greater
	Germans	French	English
ii) Use of indirectness as a politeness mitigator			
Lesser			Greater
Germans		French English	
iii) Certainty/self-assuredness			
Low			High
English	French		Germans
iv) Fullness of response			
Low			High
German		English	French

Summarizing the survey findings by key points:

- English group: Very high orientation to face
 Indirect answers to questions
 Low level of conviction in responses
 High use of syntactic mitigation, especially apologies
 Little tendency to underline or emphasize points
- French group: High orientation to face
 Indirect formulation of responses
 High level of conviction
 Wide use of gambits, "chattier" style
 Fuller responses, often beyond the scope of the question
- German group: *Low orientation to face*
 Preference to impart information quickly and efficiently
 Low use of mitigation in making refusals
 Clarity and directness
 High level of conviction in responses, wide use of emphasis
 Brevity, say the minimum required for the purposes of the exchange

8.2. Other studies on national characteristics and cross-cultural differences

8.2.1. Comparison with the pilot survey results

Three of the four parameters of cultural difference summarised in 8.1 were apparent from the pilot survey; those of certainty and brevity/fullness of response have been retained, and politeness has been divided into facework and indirectness.

Looking at the pilot results on facework, there are some discrepancies. The German group used proportionately more scope limiters and escape clauses, though the differences between the French and German groups are not great.

The results on brevity correspond well with those from the main survey. The pilot results suggested that the French tended to use elaboration and further speculation, while the Germans preferred briefer responses.

The speculative remarks on certainty in the pilot study also turned out to be correct, with the Germans rarely using understatement to mitigate responses.

The incidence of "question overload" in the pilot survey as a particular feature of German language was not confirmed in the main survey results, where there were no occurrences of this particular expression. This may be explained by the different subject matter and choice of questions in the main survey; none of the questions chosen were actually "beyond the competence" of the interviewees.

8.2.2. Descriptive studies

There is a wealth of publications on national character based either on historical development or the author's direct experience. Among the most authoritative are Johnson (1985), Ardagh (1987), Peyrefitte (1976), and Barzini (1983). Peabody (1985) provides a useful summary of comparative approaches to national character, plus his own attitudinal study of national character. (See below, 8.2.2.)

a) The English

Dahrendorf, cited by Peabody, proposes an apposition of public and private virtues as a major cultural parameter. Public virtues, those of affability, getting along with others, and

fair play, are said to be typical of the English. Snowman, also quoted in Peabody, emphasises the element of "self-restraint" in the English character; the use of euphemisms, the inhibition of emotions, control of aggression and aloofness or shyness.

Glyn manages to summarize the English character in 5 points³:

- 1) Keeping to the rules of the game - "not letting the side down"
- 2) The public virtues (see above)
- 3) Avoidance of self-assertion
- 4) Inhibition of hostility - avoiding conflict
- 5) Reserve

Barzini points out the British capacity not to be swept away by emotional storms; Ardagh, the English way of adapting steadily and phlegmatically to modern life, the Anglo-Saxon open, "pally" lifestyle, and the importance of fairness.

Johnson provides a more radical view of the restrained English character:

".. the present is formed by rewriting the past so that it becomes the future ... a process which requires a contempt for logic, a degree of self-deception, and often bare-faced hypocrisy, with all of which the English are richly endowed" (1985:85-86)

Somewhat more gratuitously, Johnson's chronological account of the English finds them to have a gift for compromise, consultation and finding a solution.

Finally, Beneke (1983) points to two aspects of the English character highly relevant to the survey findings: those of the importance of not losing face in public, and the reluctance of the English to sound too certain about something:

³ Quoted in Peabody (1985)

"... the behaviour pattern which demands that no-one should be publicly humiliated or made to lose face is deeply engrained in English social history."
(1983:128)

and further:

"The conversational style demands that the speaker should never sound 100% certain; English conversations operate on the understanding that the speaker offers a contribution for further inspection; if he sounds too certain, this will create the (unfavourable) impression that he "knows all the answers." (1983:129)

Beneke's last remark on the English and certainty is clearly confirmed in the survey. The importance of not losing face, or being "publicly humiliated", while this is a less-well defined concept than Brown and Levinson's model of positive and negative face, is also brought out in the English responses in the survey, through the high usage of apologies and politeness mitigation as well as face work. Beneke is really comparing the English with the Germans, however; the differences between the French and the English groups' use of politeness formulae are less extreme. This orientation of language to the face needs of one's conversational partner is therefore typical of, but not exclusive to, the English.

The survey results also highlight the importance to the English of cooperation in social interaction, alluded to by all of the authors mentioned above (getting along with others, avoiding self-assertion, fairness etc). The terminology used in the survey to describe the way in which this cooperation or orientation to the discourse context rather than its content, namely facework and mitigation, is less evaluative than that preferred by some authors on national character. The words "tact" and "hypocrisy", often used to describe the positive and negative aspects of cooperation in discourse, are necessarily judgemental and can never be a neutral description of a culture.

b) The Germans

For Dahrendorf the Germans exemplify the culture of private virtues - honesty, profoundness, self-sufficiency, 'standards for their own perfection'. Peabody summarizes the German national character under 4 headings:

- 1) Systematization between ideas and actions (rationalism) and the more conservative attitude of 'x is done because x is always done'. Significant to the rationalist idea is Leibniz' principle of sufficient reason - the importance of justifying actions.
- 2) Supra-individual goals
- 3) Acknowledgement of the rules of social order and their implementation - self-discipline and disciplining others.
- 4) Private virtues; the expression of positive and negative emotions to develop personality.

Barzini is less kind in his own summing up of the last two national characteristics, describing the Germans as

"earnest.. the schoolteacher of the world ... (their) capacity to provoke the hostility and hatred of the world has its roots in 'negative' traits - arrogance, tactlessness and obtuseness - and virtues - excellence in all fields. (They) never bother about what the rest of the world will think."

Ardagh agrees that the Germans "feel a special need to impose order and discipline on their society." He also describes them as less lively but more methodical than the French, with a stiffer, more formal lifestyle.

Fores, Sorge and Lawrence (1978), in an interesting article on German industry, point out the tendency of German managers to emphasize jobs successfully completed, while the British dwell on problems still unsolved.

Hall (1984) draws attention to the German's to-the-point style of communication, and their need for a high level of information before making a decision.⁴

This last remark of Hall's is reflected in the tendency of the German respondents in the survey to request more information about the survey before agreeing to the interview.

The high content-oriented style of the German group might be interpreted by non-Germans in terms of Peabody's "expression of emotions"; Barzini clearly views this frank style negatively in his comment about German "tactlessness".

The concise and efficient communicative style of the Germans observed in the survey is not brought out in any of the descriptive studies.

c) The French

In summing up the French character, Peabody alludes to Pitts' definition of the 'doctrinaire-hierarchical' aspect, whereby the French developed the collectivist organisation of the Church towards the perfection of doctrine: "all behaviour should have some deductive relation to ideas that incarnate spirituality."

The hierarchical aspect of French society, developed from a centrist, Catholic state and intensified under Napoleon and later De Gaulle, has been emphasized by many authors on France, in particular Peyrefitte. The implications for language use are not always clear, but the rigid hierarchical system is thought to hinder communication between strata and lead to referral of decisions up the hierarchy.

This may explain why direct referrals to other members of staff occurred most frequently among the French respondents in

⁴ Hall and Hall (1984) use the expression "low context" to describe this aspect of national character"

the survey. In this author's experience, French managers are usually more familiar with their company hierarchy than are their English or German counterparts, and in interview situations will very often draw an *organigramme* of the company to explain the decision-making process.

By implication from Cartesian principles of rationalism, Peabody concludes significant French characteristics to be:

- 1) An emphasis on orderly and sequential thought
- 2) A preference for theoretical principles over experience
- 3) "Foresight before action"
- 4) An avoidance of aggression based on the possibility of retaliation - impulse-expression is concealed under a polite code of behaviour.

Barzini (in common with this author) finds the French the most inscrutable of the three nationalities:

"complex, varied, multifaceted, contradictory and baffling, difficult to imprison within neat definitions"

Hall describes how French education concentrates on philosophical discussion and rhetoric, developing capacity of thought and logic.

"Critics add that French education turns pupils into "yes-men", with great logical capacity, loquacious but uncreative and unrealistic." (1984:83)

In terms of behaviour in communication, Hall sees the French as individual, perfectionist (in form), sensitive, tactful, and as having "a love of conversation for it's own sake.

"Much is left to the hearer's imagination; lectures are often verbose and emotional, so as not to appear primitive and superficial." (1984:101)

Finally Ardagh, summing up on French virtues, includes

"lucidity of thought, a passion for ideas, a certain concept of... human proportion, of harmony amid diversity..." (1970:684)

The polite, tactful nature of the French referred to by Hall and Peabody can be observed in the survey results, but the relative truth of these attributes depends on the subject of comparison. Taking the project criteria of orientation to face and politeness mitigation, the French rate highly on both compared to the Germans, but not when compared to the English.

The French love of conversation is reflected in their chattier style in interview, chatting being perceived as a generally more enjoyable form of discourse than answering questions. The verbosity of the French is also illustrated in the fuller, more global answers to questions.

8.2.3. Empirical studies

A further source of information on cross-cultural differences is provided by empirical studies on national groups.

Peabody (1984) develops a framework for measuring the opinions of different national groups of students on themselves and other nationalities. Hofstede (1980a) develops a universal 4-dimensional scale to evaluate attitudes to work, career, colleagues and superiors, time and leisure of some 40 different national groups.

A third highly relevant study on managerial ideologies in different cultures has been carried out by Laurent (1980), testing the hypothesis that the national origin of European managers significantly affects their views on management objectives.

Peabody and Hofstede both set up universal parameters to define national groups within a specific framework. Laurent, in common with the present study, selects four indices or dimensions which emerge from statistical analysis of survey data, to identify specific cultural differences in management ideology.

Peabody selects 14 descriptive dimensions or parameters in the form of scales; these are summarized under the two broad categories of assertiveness and impulse control.

The English are judged high on impulse control and low on assertiveness; the Germans high on both; and the French low on impulse control and high on assertiveness. The results only agree in some measure with accounts of national character; Peabody explains this by differentiating between social relationships and social order in the case of the Germans, and discrepancies between 'in-group' and 'out-group' judgements in the case of the French. Out-groups judge the French to be more tactful, whereas the French opinions on themselves reflect their awareness of deliberate self-control.

Hofstede summarizes his findings under four parameters: masculinity, power-distance, uncertainty avoidance and individualism. Of most relevance to communication is uncertainty avoidance, where the English scores are significantly lower than the French and the German.

Laurent's empirical work is based on a written questionnaire addressed to senior managers from 10 Western countries, and concerns attitudes to organisations. The 4 cultural dimensions are chosen on the basis of statistical association, to 'capture a structure of collective managerial ideologies that meaningfully differentiates national cultures' (1983:78). The 4 dimensions classify national management group attitudes to organisations as political systems, authority systems, role formalisation systems and hierarchical-relationship systems.

The results for England, France and Germany indicate three different and distinct management ideologies. The German managers give high priority to *competence, intelligence and creativity*; the English, to *communication and exchange, influence and personal relations*, and the French, to *organisation, authority and control, and the position of the individual in the system*. Laurent summarises succinctly:

"Ainsi les questions qui vraiment stimulent les responsables sont, en Allemagne: 'Qui est compétent sur quoi?'. En Angleterre: 'Qui doit communiquer avec qui?'. En France: 'Qui a autorité sur quoi, ou qui?'. " (1988:14)

Opinion surveys on national character like those of Hofstede and Peabody reflect how one nationality perceives the behaviour of another. Some of the parameters, such as tact and assertiveness, pertain to language use more than any other type of behaviour. In those cases the perception of national character is really the perception of language use. The close correlation between the findings of this project on language use, and the findings of the above studies on national character, confirm this hypothesis.

9. Conclusions

9.1. A critical appreciation of the model

The empirical model developed in this project is designed to test the project's working hypothesis - that differences in language use in interview, as observed by the author in practice, are rooted in differences in management culture. The results of the application of the empirical model have been set out in Chapter 7, and in Chapter 8, the differences found in language use have been compared with differences between national characteristics and culture proposed by other studies.

This section looks at the strengths and limitations of the model as a tool for empirical research.

9.1.1. Strengths of the model

a) The model succeeds in providing empirical evidence of differences in language use in interview.

There has been until now a significant gap in research on cross-cultural communication, which has lacked the support of "live" data. Previous studies in this area fall into 4 categories.

- 1) Studies of attitude towards or perception of other cultures, such as those of Peabody (1985) and Everett & Stening (1983).

- 2) Studies of attitudes to *concepts and practices* such as the studies by Hofstede (1981) and Kanungo & Wright (1983).

- 3) Studies eliciting preferences for language use in specific situations, such as the Blum-Kulka & Olshtain CCSARP project (1984).

- 4) Studies of individual dialogues or conversations

using discourse analysis or conversational analysis techniques. Examples of such studies are listed in footnote 1, section 1.5.2.

The first type of study provides answers to the question: "How do we see other societies?"; the second type to the question: "How do different societies judge different things?"

The third type of study looks at *normative* behaviour, describes how cultural groups think they would react or what they think they ought to do in specific situations. These studies are of limited sociolinguistic value as they deal only with projections or estimations. The Blum-Kulka-Olshtain CCSARP project results, as and when they are published, may give us a more culturally objective view, for example, of politeness; but as Stubbs (1983) points out

"I would propose, however, as a principle for sociolinguistics, that any analysis of speech behaviour will ultimately stand or fall on its success in coming to terms with what speakers actually say to each other in specific, naturally occurring social settings." (1983:220)

The only studies which observe *actual* behaviour are those in the fourth category, but as these are based on single situations they cannot support statements about cultural groups or societies. Thus the hypothesis that *a* reacted differently to *b* in this situation is indicative of *a* and *b*'s different cultural backgrounds, is a reasonable one; one cannot conclude, however, that *because* *a* and *b* reacted differently, there is necessarily a cultural difference.

By observing the rules of scientific experiment, that is, allowing only one input variable (the respondent's native language) and constantly repeating the process, the current survey allows variations in language use (output variables) to be explained in terms of cultural differences - the only feasible explanation other than coincidence.

b) The model is relatively simple to apply and can be used for large, unprepared amounts of language data.

As the framework incorporates three standard overall categories - strategies, mitigators and adjuncts - it gives a clear overview of the realisation of different speech acts in different languages, almost an at-a-glance guide to behaviour in specific situations. The different categories of strategies and adjuncts were compiled and extended during the analysis of the results, a flexibility which does not affect the standard tabulation.

This advantage of flexibility within a standard format means that the same basic framework could be used to analyse many different kinds of language data - not just interview data - provided that the necessary pre-categorization into speech acts is carried out first.

Obviously, question-answer adjacency pairs and the highly structured nature of telephone interviewing simplify this task enormously, but there are other ways of eliciting certain speech acts in "live" situations. Stubbs (1983) for example quotes the "ingenious" techniques used by Labov, such as spot questions in stores to elicit answers of, say *fourth floor*.

One can imagine any number of different stimuli that might be employed to elicit particular speech acts in different languages. Aston (1986) uses the situation of naturally-occurring service encounters in British and Italian bookshops as a source of data for cross-cultural linguistic study. The method of analysis in Aston's project is a conversational analysis rather than a speech-act based approach, but the situation lends itself to either. To elicit 50 realisations of the speech act *offer sales assistance*, it would be a simple matter of walking into 50 bookshops with an inconspicuous lapel microphone and presenting oneself at the counter.

There are clearly many possibilities not yet exhausted for

collecting naturally-occurring language data. A way of coping with the often daunting task of analysing large amounts of language data is to use the type of standard format used in this project.

9.1.2. Criticisms of the research model

a) It looks at one side only of the interaction

As only responses by the interviewees are included in the data, it is a study of *reaction* rather than *interaction*. So we are really only telling one side of the story by analysing a set of data from one role in a situation which is made up of two distinct roles.

In this case one source of data has been sacrificed to control the experimental conditions of the survey; that is, the interviewers were required to use specific locutionary forms, in the form of a strictly-worded questionnaire, to eliminate the bias that alternative realisations of requests and questions would have had on the interviewees. The interviewers' language use was therefore of no empirical interest.

It would be possible, if in practice rather difficult, to record interviewers' realisation of requests and questions by giving them an aide-memoire of information points to be elicited rather than a questionnaire. However, even if the logistical problems of recording could be solved, this source of data would have two severe drawbacks:

- i) Interviewers are "professional" questioners and therefore do not really represent examples of their culture. (Of course there are professional "interviewees" such as certain politicians, who would be a similarly poor data source.)

ii) The success of a business interview depends on the careful eliciting of information, and the interviewer will adapt his approach according to the behaviour of the interviewee - more assertive in the case of an aggressive interviewee, more sympathetic with a shy interviewee, and so on.

b) The model does not take into account intonation

Of all the prosodic features of language that might have influenced the survey results - articulation, accent, volume, tempo and rhythm, - intonation is perhaps the most important.

While the other features of language mentioned are all potential cultural variables, none affect the illocutionary force of an utterance. Intonation however can be a major determinant of language function; the expression "Excuse me" has a number of possible meanings, for example

- i) Excuse me? (with rising intonation) would be a *request to repeat something*
- ii) Excuse me! (with falling intonation) an *apology*
- iii) Excuse me (with rise-fall-rise intonation) an *attention getter*

and so on.

This function of intonation is taken into account in the data analysis, with the author deciding in each case on the illocutionary force of the speech act under consideration of intonation and the context of utterance.

Compare the following two examples from the survey:

1A (5) yeah but I'm not sure I'll answer them

1B (34) yeah but I don't see as it well I don't see why you're bothering

In the first example, *yeah* is classified as an acceptance of the request to interview; in the second, *yeah* is a receipt, and the strategic realisation of the speech act is performed by .. *I don't see why you're bothering*. Depending on how *yeah* is spoken, it can have either function, and is a co-determinant of illocutionary force.

The other important function of intonation in language is to emphasize or mitigate an utterance. As this has been included as one of the measurable cultural parameters in this project, some measurement of intonation would provide a useful addition to the data. Two further points on measuring intonation should, however, also be considered.

Firstly, special recording equipment is required to plot rises and falls in intonation onto charts, which would then have to be divided up into separate utterances to reveal the intonation curve for each utterance. Even with top recording quality this would be a monumental task for anything but a small quantity of data. For recording and analysis of intonation see Labov and Fanshel (1977).

Secondly, it is unlikely that including intonation for mitigation or emphasis would have changed the overall findings or interpretation of the survey. This is because intonation mitigation tends to *accompany* gambits or syntactic mitigation, and rarely used in apposition to them.

A simple example will illustrate this. The answer to the question: How far is it to Rome? might be

1. A hundred miles.

This utterance can be mitigated syntactically, thus

2. I would say it's a hundred miles

or adverbially

3. About a hundred miles

or using gambits

4. Well, a hundred miles, isn't it

As 2,3 and 4 are examples of certainty mitigation, they all sound less assertive than 1. However much one changes the intonation pattern of these utterances, it is impossible to make them sound more assertive than the unmitigated *a hundred miles*.¹

In fact the scope for further mitigating these mitigated responses with different intonation is considerable, as reading them aloud will quickly show.

Emphasising or upgrading an utterance adverbially is similarly stronger than any variation in intonation; *überhaupt keine* is always more certain than *keine*.

The point is that intonation cannot *compensate* or *cancel out* gambit or syntactic mitigation. So conclusions from the data that the German group were more assertive than the French or the English, cannot be countered with the argument: the Germans might have achieved certainty mitigation by stressing different words.

c) The model looks at utterances in isolation and does not take into account preceding discourse

This would be a more serious failing if the model were applied to isolated utterances in conversation.

To try to interpret individual speech acts taken from a conversation without taking into consideration the broad context of utterance would not yield representative results. Such factors as timing, flow of information between

¹ A rising intonation *a hundred miles?* would change the illocutionary force of this utterance from *answer a question* to *guess or estimate*.

conversational partners and conversational topic may also influence how something is said. Even if the stimulus (request, question, greeting and so on) could be standardized, responses would vary with familiarity between speaker and hearer, which between strangers increases as the conversation continues; and any "preparation" of the hearer for a particular utterance.

The following example illustrates this latter point. Two office employees not previously acquainted with one another are sitting in the company canteen. They start up a conversation. Consider the possible differences in response to these questions:

Example 1

A: Could you help me carry these papers upstairs?

Example 2

A: Do you have a moment? or do you have to get back to the office right away?

B: No I'm in no hurry

A: Could you help me carry these papers upstairs?

In the second example, by using facework prior to making the request, A can expect either a more committed acceptance or a more mitigated refusal.

The decrease in social distance over time may also influence facework, so the same request made twenty minutes into the conversation might produce different results if it is made at the beginning of a conversation.

These factors are difficult to evaluate and, in natural conversation, virtually impossible to hold constant. (Greetings are a possible exception). This makes discourse analysis methods which examine the flow of conversation rather than isolated utterances only, more appropriate to analysing natural conversation.

In the survey in this project, and in common with business interviewing practice, the structure of the discourse is fixed, and information flow and timing of questions and requests are constants. Care has also been taken to ensure that each of the selected stimuli were made "cold", to avoid the sort of bias illustrated above.

9.2. How conclusive are the results?

The conclusiveness, or representativity, of a survey can ultimately only be *measured* using statistical methods. The application of such methods depends on certain statistical rules being observed before the survey, in particular sample size and selection.

A full exploration of statistical techniques for surveys in cross-cultural communication is beyond the scope of this project. Two pre-conditions for carrying out a statistically-representative survey should, however, be noted.

Firstly, statements made about population groups become more reliable as the sample size increases. (Statisticians talk about *confidence levels in a hypothesis*). Statistical significance depends on the proportionality of the sample to the population, and a proportion of 1:400 will not permit a high confidence level in a hypothesis.

Secondly, successful measurement of survey results depends on a controlled sample selection procedure, using either random or quota methods or a combination of both. The usual method of surveying population groups for an opinion poll is to preselect a town or an area which is believed to be representative of the population, and then take a random sample of the inhabitants of that town. This means that every inhabitant of that town has an equal chance of being selected. If telephone interviewing is to be used, then telephone numbers can be drawn from a directory using random sampling procedures.

While these conditions can theoretically be met, the costs of such an undertaking are virtually prohibitive.

However, that the results of the survey in this project cannot be validated statistically does not make them worthless. The common sense principles of interpretation draw us to the same conclusions, simply without the statistical proof. The main purpose of statistically-representative surveys is to make forecasts or predictions, and that is not the purpose here.

Furthermore, the descriptive and historical works on national characteristics quoted in the last chapter provide considerable support for the findings of the survey: the clear, assertive nature of the Germans; the diffident, considerate behaviour of the English; and the broad-thinking, voluble French characteristics.

9.3. Implications of the results

9.3.1. Management culture: a microcosm of national culture?

The interesting question here is: is there such a thing as "managerial behaviour", do managers from different countries have more in common with each other than with other people from their own country? Or are French managers first and foremost "French"?

This project deals only with language use, and that only in what is not an everyday situation, interviewing; but the results clearly support the idea that managers, if such an overall term can be used, represent their national culture more than any particular "managementness". Critics might point out that this is self-evident, just as students and housewives would be more easily identified (by their language use) as French and English rather than as students or housewives. This overlooks the fact that management is taught as a subject, both within industry and outside, and perhaps more than any

other discipline, has a strong instructive behavioural content - one is taught how to BE a manager as well as what management is.

The world's best-known and most pervasive managers, the Americans, have dominated the literature on this subject used throughout Europe. It is a major shortcoming of such literature that it rarely shows awareness of the fundamental differences in accepted behaviour in different European countries, especially in the area of spoken communication.²

9.3.2. Implications for business interviewing

Some tentative conclusions can be drawn here on the importance of the findings to business interviewing.

For the researcher compiling the questionnaire, if one is used, the necessity of piloting the questionnaire in each language or country should be underlined. There may be differences in interpretation of questions cross-culturally, as in the case in this project, where the French understood rather more broadly than the other two groups the question "Are you familiar with x?".³

It is only by comparing some sample answers to this sort of question that its pragmatic meaning becomes clear. Secondly, to obtain the results from the interview, which are dependent on the interviewer "getting on" with the interviewee, the approach adopted for each cultural group should reflect the typical behaviour of that group in

² An exception is the work of Edward T. Hall, notably in the series "Hidden Signals" (1984). See also Granick (1962).

³ The French and German versions of this question, *Connaissez-vous x?* and *Sind Ihnen .. x bekannt?* were the subject of hefty debate between the author and French and German friends. No firm conclusions as to their semantic equivalence were reached. The only way to determine any differences in meaning appropriate to the survey, that is in their uptake or perlocutionary force, is via a pilot survey.

interview.

The survey results suggest the following guidelines are useful:

English: Careful phrasing of questions incorporating facework features; use of syntactic forms of mitigation such as Would you? Could I? Do you think?

French: Allow the respondent sufficient time to express his answer and be prepared to extract precise details from a broader range of information given.

German: Questions should be precise and bereft of approximatives and hints of uncertainty. A more assertive approach than with English interviewees is advisable.

These guidelines are no more than examples of the instructive use of the survey results. The project only reveals part of the cultural background to interviewing, and leaves many questions still to be asked on this type of communication.

9.3.3. Implications for cross-cultural research

The role of cross-cultural communication in FL teaching is a topic which goes beyond the scope of this project, but it is worth pointing out that the functional/notional approach (as opposed to the structural grammar approach) lends itself well to the incorporation of CCC. This is because it gives priority to exposing the FL learner to everyday situations where the message is the same in both languages, but the use of the language is different. The different cultural values of concepts such as self-assuredness and politeness can be integrated into such a teaching programme.

Edmondson and House (1982) discuss the problem of politeness as a learning goal in teaching English as a foreign language. They conclude that the most appropriate method of teaching this concept is a middle way between "meaningless paraphrases of the term politeness" and "endless lists of polite and impolite expressions".

The basic principle of politeness in English is, according to the authors: "Support your hearer! Put yourself in the background!" which is a way of bringing the learners attention to the importance of facework in English.

This project has concentrated on responses to requests and questions in interview. Some important questions that this study still begs include:

- i) How are openings and closings performed in interview? and particularly, how do interviewees realise closing signals?
- ii) How are questions, requests and apologies realised in different cultures in interview?
- iii) How do tempo and rhythm, and other prosodic features of language, vary cross-culturally?

These are all factors which affect the verbal aspect of interviewing, and apply equally to telephone communication. It is feasible that survey-type studies of the kind used in this project could be carried out to answer these questions.

The subject of face-to-face interviewing sets a different set of problems for the social researcher. While recording the data is relatively easy with video techniques, the amount of data obtainable in anything but the most ambitious projects is severely limited.

A useful alternative to the face-to-face interview as a source of information on kinesic features, or "body language", is the focus group. This is a common technique used in market research of getting the opinions of groups of 8-12 people on a new product or concept. Such discussions are usually video-recorded.

The analysis of the data would inevitably take a lot longer than the analysis of audio-recorded discussions, but the results would provide valuable insight on cross-cultural differences in every aspect of face-to-face interaction.

This is perhaps the opposite pole to this project, which has taken only a small number of variables, but with a large number of occurrences. It has exposed a small part of the minefield which is cross-cultural communication.

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Appendix

The textual transcriptions of the survey interviews and the corresponding analysis are contained in the appendix.

The transcription sheets and analysis sheets are ordered alternately, that is, the analysis of each page of transcription is on each respective following page. The layout of transcription and analysis sheets is identical, so that the reader can compare the transcription with the analysis simply by turning the page back and forward.

Country: *England*

Stimulus: *Request to interview*

Realisation: *Good morning/afternoon. My name is ... from XYZ Consulting. We're carrying out some research on X and Y. Can I ask you a few questions?*

Response Group A: *Accept request*

1. YES.

2. EHM, YES.

3. UH..., PROVIDED THAT IT'S BRIEF, I'VE GOT AN AWFUL LOT ON MY PLATE AT THE MOMENT, AND IT'S EH EH...

4. YES, BY ALL MEANS.

5. YEAH, BUT I'M NOT SURE I'LL ANSWER THEM.

6. YES

7. X AND Y YES UM I'M NOT SURE THAT UM I'M NOT SURE THAT WE CAN BE OF ANY HELP BUT UH WHAT DO YOU WANT TO KNOW?

8. WELL YES YES

9. I DON'T THINK UM WE'VE GOT ANYTHING THAT'S SIMILAR TO THAT HERE. YOU CAN TRY ASKING SOME QUESTIONS AND THEN WE SHOULD KNOW VERY QUICKLY.

10. YOU CAN INDEED. OVER THE PHONE OR DO YOU WANT TO COME IN AND SEE ME?

11. SURE CAN

12. WELL IF IT'S EVER SO QUICK.

13. YES

14. YES, I GUESS SO

Strategies

Mitigators

Adjuncts

 Unqualified
 YES

 Unqualified
 YES

 Mood Derivable (conditional)
 PROVIDED THAT ITS BRIEF

 Explanation
 I'VE GOT AN AWFUL LOT ON
 MY PLATE AT THE MOMENT

 Unqualified
 YES

 Play down request
 BY ALL MEANS

 Qualified
 YES

 Escape clause
 BUT I'M NOT SURE I'LL
 ANSWER THEM

 Unqualified
 YES

 Mood derivable (interrog.)
 WHAT DO YOU WANT TO KNOW?

 Uncertainty
 I'M NOT SURE
 Receipt
 X AND Y YES

 Scope limiter
 I'M NOT SURE

 Unqualified
 YES

 Starter
 WELL

 Repeater
 YES

 Mood derivable (suggestion)
 YOU CAN TRY

 Uncertainty
 I DON'T THINK

 Scope limiter
 I DON'T THINK THAT
 WE'VE GOT ANYTHING

 Mood derivable (declarat.)
 YOU CAN INDEED

 Play down request
 INDEED

 Mood derivable (declarat.)
 SURE CAN

 Play down request
 SURE

 Mood derivable (conditional)
 IF IT'S EVER SO QUICK

 Starter
 WELL

 Unqualified
 YES

 Unqualified
 YES

 Repeat
 I GUESS SO

15. SURE

16. YES COULD DO YES

17. WELL, YOU CAN TRY. I MEAN I'M MECHANICAL, I'M NOT ELECTRICAL
BUT I'LL TRY AND ANSWER YOUR QUESTIONS.

18. WELL, YOU CAN TRY. I'D TRY AND ANSWER THEN IF I CAN.

19. YOU CAN TRY. I'VE ONLY GOT THE AFTERNOON, YOU KNOW.

20. BY ALL MEANS YEAH

21. YES

22. MMM YOU MAY

23. YEAH, BY ALL MEANS, GO AHEAD.

24. WELL, HAVE A GO, YEAH.

25. I DON'T KNOW IF I'LL BE ABLE TO ANSWER THEM BUT YOU CAN
ASK.

26. YEAH

27. YES, TRY ME, GO ON.

28. UH, WELL YOU CAN BUT WHETHER I'LL HAVE THE ANSWERS ON HAND
IS A DIFFERENT MATTER.

29. YOU CAN ASK THEM .. WHETHER I CAN ANSWER THEM....?

Strategies	Mitigators	Adjuncts
Unqualified adverbial SURE		
Unqualified YES		Repeater (2) COULD DO YES
Mood derivable (suggestion) YOU CAN TRY	Starter (2) WELL I MEAN	Scope limiter I'M MECHANICAL Reinforce commitment I'LL TRY AND ANSWER
Mood derivable (suggestion) YOU CAN TRY	Starter WELL	Reinforce commitment I'D TRY AND ANSWER THEM
Mood derivable (suggestion) YOU CAN TRY		Escape clause I'VE ONLY GOT THE AFTERNOON
Adverbial BY ALL MEANS	Play down request BY ALL MEANS	
Unqualified YES		
Mood derivable (declarat.) YOU MAY		
Unqualified YES	Play down request BY ALL MEANS	Repeater GO AHEAD
Mood derivable (suggestion) HAVE A GO	Starter WELL	Repeater YEAH
Mood derivable (declarat.) YOU CAN ASK	Uncertainty I DON'T KNOW	Escape clause I DON'T KNOW IF I'LL BE ABLE TO ANSWER THEM
Unqualified YES		
Unqualified		Repeater (2) TRY ME GO ON
Mood derivable (declarat.) YOU CAN	Starter WELL Uncertainty WHETHER...IS A DIFFERENT MATTER	Escape clause WHETHER I'LL HAVE THE ANSWERS ON HAND
Mood derivable (declarat.) YOU CAN ASK THEM		Escape clause WHETHER I CAN ANSWER THEM

30. UH, YOU'LL HAVE TO MAKE IT QUICK CAUSE I'M GONNA BE OUT IN A COUPLE OF MINUTES. WHAT FIRM IS IT? WHAT FIRM ARE YOU?

31. YES, WHAT WOULD BE THE APPLICATION OF THIS?

32. NO, BUT I'LL GIVE YOU A MINUTE.

33. YES.

34. WELL, I'LL TRY, YES. I THINK IT SOUNDS MORE LIKE ELECTRICIANS... WE HAVEN'T GOT ANY ONE IN TODAY.

35. UH... WHO DID YOU SPEAK TO THE OTHER DAY, BY THE WAY?
(SOMEONE TOOK THE PHONE BECAUSE I DIDN'T SPEAK TO YOU).
WHAT IS THE NATURE OF THE QUESTIONS BY THE WAY? O.K., FIRE AWAY. IF I DON'T LIKE THE QUESTIONS, I WON'T BOTHER ANSWERING THEM.

36. YEAH. WE ARE A SECURITY COMPANY, SO THAT'S WHY I HESITATED BEFORE ANSWERING... SO IT DEPENDS ON THE QUESTIONS. YES.

37. YOU CAN DO.

38. YES, I'M TRYING TO FIGURE AND... WE'RE... YES... WE DESIGN AND DEVELOP SPECIAL PURPOSE EQUIPMENT.

39. ALL RIGHT. TRY AWAY?

40. UH... YES SURE, SEE IF I CAN HELP YOU.

41. UH..., I DON'T KNOW WHETHER I CAN ANSWER THEM OR NOT.

42. UH... YES, I'LL TRY AND ANSWER THEM.

43. CERTAINLY.

Strategies	Mitigators	Adjuncts
Mood derivable (conditional) YOU'LL HAVE TO MAKE IT QUICK		Explanation CAUSE I'M GONNA BE OUT IN A COUPLE OF MINUTES Specifier question WHAT FIRM IS IT?
Unqualified YES		Specifier question WHAT WOULD BE THE APPLICATION OF THIS?
Qualified + Mood derivable NO,BUT I'LL GIVE YOU A MINUTE		Scope limiter I'LL GIVE YOU A MINUTE
Unqualified YES		
Mood derivable (declarat.) I'LL TRY	Starter WELL Uncertainty I THINK IT SOUNDS LIKE	Repeater YES Scope limiter MORE LIKE ELECTRICIANS
Mood derivable (imperative) FIRE AWAY		Escape clause IF I DON'T LIKE THE QUESTIONS Specifier question WHAT IS THE NATURE OF THE QUESTIONS?
Yes + Qualified YES		Escape clause IT DEPENDS ON THE QUESTIONS Explanation WE ARE A SECURITY COMPANY
Mood derivable (declarat.) YOU CAN DO		
Unqualified YES	Starter YES	Add.information WE DESIGN AND DEVELOP...
Adverbial ALL RIGHT		Suggestion TRY AWAY
Unqualified YES	Play down request SURE	Reinforce commitment SEE IF I CAN HELP YOU
Mood derivable (declarat.) I DON'T KNOW WHETHER	Uncertainty I DON'T KNOW WHETHER	
Unqualified YES		Reinforce commitment I'LL TRY AND ANSWER THEM
Adverbial CERTAINLY	Play down request CERTAINLY	

44. YES.

45. SURE.

46. YEAH SURE, GO ON.

47. YOU CAN, YES.

48. YOU CAN START UP, I'LL SEE IF I'LL GO WITH THEM, YES.

49. YES, PRESS ON.

50. MM...

Strategies	Mitigators	Adjuncts
Unqualified YES		
Adverbial SURE	Play down request SURE	
Unqualified YES		Repeat (2) SURE GO ON
Mood derivable (declarat.) YOU CAN		Repeat YES
Mood derivable (declarat.) YOU CAN START UP		Repeat YES Escape clause I'LL SEE IF I'LL GO WITH THEM
Unqualified YES		Repeat PRESS ON
Unqualified MM		

Country: *France*

Stimulus: *Request to interview*

Realisation: *"Bonjour. Je m'appelle ... de la société XYZ Consulting. Nous réalisons une enquête sur Puis-je vous demander quelques questions?"*

Responses: Group A - Accept request

1. OUI, BAH ECOUTEZ, JE SUIS PAS SUR DE POUVOIR VOUS REPONDRE, HEIN. ALLEZ-Y TOUJOURS, POSEZ TOUJOURS LES QUESTIONS, SI JE PEUX PAS VOUS REPONDRE, JE VOUS LE DIRAI.

2. BIEN SUR.

3. OUI, OUI ALLEZ-Y RAPIDEMENT OUI.

4. OUI, BIEN SUR. ALLEZ-Y.

5. OUI, JE VOUS EN PRIE.

6. EUH... AU NIVEAU DES TRAITEURS?
OUI C'EST A DIRE DANS LES SYSTEMES ELECTRONIQUES ALORS? OUI...
OH EUH... SI C'EST PAS TROP LONG, OUI. (REPONSE) ET SI JE SAIS VOUS REPONDRE, DISONS, DE MEMOIRE, PARCE QUE JE N'AI PAS TOUTES LES DONNEES EN TETE, CA DEPEND DE VOS QUESTIONS.

7. OUI OUI OUI.

8. VOUS POUVEZ TOUJOURS POSER. SI JE PEUX VOUS REPONDRE, CA IRA.

9. IL Y EN A POUR LONGTEMPS?
(REPONSE)
AH, BON D'ACCORD, DONC, OUI, JE... VOUS POUVEZ.

10. OUI.

Strategies

Mitigators

Adjuncts

Mood derivable (imperative) ALLEZ-Y	Starter ECOUTEZ Receipt OUI Appealer HEIN Uncertainty JE SUIS PAS SUR	Escape clause (2) JE SUIS PAS SUR DE POUVOIR VOUS REPONDRE SI JE PEUX PAS VOUS REPONDRE JE VOUS LE DIRAI Repeat POSEZ TOUJOURS LES QUESTIONS
Adverbial phrase BIEN SUR	Play down request BIEN SUR	
Yes/no OUI		Scope limiter RAPIDEMENT Repeater (3) OUI, ALLEZ-Y
Yes/no OUI	Play down request BIEN SUR	Repeater ALLEZ-Y
Yes/no OUI	Play down request JE VOUS EN PRIE	
Mood derivable (conditional) SI C'EST PAS TROP LONG	Starter OUI	Escape clause SI JE SAIS VOUS REPONDRE Explanation PARCE QUE JE N'AI PAS... Specify question AU NIVEAU DES TRAITEURS?
Yes/no OUI		Repeater (2) OUI OUI
Mood derivable (declarat.) VOUS POUVEZ TOUJOURS POSER		Escape clause SI JE PEUX VOUS REPONDRE
Adverbial D'ACCORD	Receipt AH BON	Repeater/Mood derivable VOUS POUVEZ Scope limit. as question IL Y EN A POUR LONGTEMPS?
Yes/no OUI		

11. SI VOUS VOULEZ, OUI.

12. ALORS C'EST? C'EST DE L'AUTOMATISME, DE L'INFORMATIQUE
INDUSTRIELLE? (REMARQUE)
O.K., D'ACCORD.

13. EUH... ASSEZ RAPIDEMENT S'IL VOUS PLAÎT, PARCE QUE JE DOIS
M'EN ALLER A UNE REUNION DANS 10 MINUTES.

14. OUI, BIEN SUR. OUI OUI. SI VOUS VOULEZ.
VOUS REALISEZ CA POUR LE COMPTE D'UNE, DE MARCHANDS
D'AUTOMATES OU DE...?

15. OUI, MAIS ALORS, TRES RAPIDEMENT, SI CA NE VOUS DERANGE
PAS, PARCE QUE DES QUESTIONNAIRES, ON M'EN POSE
PRATIQUEMENT TOUTES LES SEMAINES, EN CE MOMENT. JE NE SAIS
PAS, C'EST...

16. MAIS OUI, ECOUTEZ MONSIEUR, JE SUIS EN REUNION A 10 HEURES.
ALORS IL RESTE 5 MINUTES, ALORS EUH...

17. EUH... OUI MAIS JE PENSE PAS... JE SAIS PAS SI JE VAIS
POUVOIR VOUS REPONDRE. EUH... POSEZ TOUJOURS, ET PUIS...

18. OUI, JE VOUS EN PRIE.

19. EUH... C'EST, C'EST LONG, NON?
TROIS MINUTES, O.K.

20. OUI. CE QU'IL Y A, C'EST QU'ON UTILISE PAS BEAUCOUP DE...
DE CES... BEN ALLEZ-Y, ALLEZ-Y.

21. OUI

22. OUI, OUI OUI BIEN SUR.

Strategies	Mitigators	Adjuncts
Mood derivable (declarat.) SI VOUS VOULEZ		Repeater OUI
Adverbial phrase D'ACCORD	Receipt OUI Starter ALORS	Specifier question C'EST DE L'AUTOMATISME?
Adverbial phrase ASSEZ RAPIDEMENT	S'IL VOUS PLAIT	Explanation JE DOIS M'EN ALLER
Yes/no OUI	Play down request BIEN SUR Repeater (2) OUI OUI	Specifier question VOUS REALISEZ CA POUR LE COMPTE DE...
Yes/no OUI	Starter ALORS Embedded if-clause SI CA NE VOUS DERANGE PAS	Scope limiter TRES RAPIDEMENT Explanation PARCE QUE DES QUESTIONNAIRES...
Mood derivable (declarat.) IL RESTE 5 MINUTES	Starter (2) ECOUTEZ, ALORS Receipt OUI	Scope limiter IL RESTE 5 MINUTES Explanation JE SUIS EN REUNION
Mood derivable (imperative) POSEZ TOUJOURS	Starter OUI Express uncertainty JE SAIS PAS	Escape clause SI JE VAIS POUVOIR
Yes/no OUI	Play down request JE VOUS EN PRIE	
Mood derivable (interrog.) C'EST LONG, NON?		Scope limiter TROIS MINUTES
Yes/no OUI	Repeater (2) ALLEZ-Y	Question appropriateness C'EST QU'ON N'UTILISE PAS
Yes/no OUI		
Yes/no OUI	Play down request BIEN SUR	Repeaters (2) OUI OUI

23. SI VOUS VOULEZ, OUI, JE NE PEUX PAS VOUS GARANTIR QUE JE
POURRAI REPONDRE, MAIS ENFIN ALLEZ-Y, ON VA VOIR. C'EST PAS
TROP LONG,
HEIN, PARCE QUE JE SUIS TRES OCCUPE EN CE MOMENT.

24. OUI. BAH, JE NE SAIS PAS, BAH SI VOUS POUVEZ TOUJOURS ESSAYER
DE ME POSER QUELQUES QUESTIONS, JE SERAI PEUT-ETRE EN MESURE
DE REPONDRE.

25. SI JE PEUX VOUS REPONDRE, ALLONS-Y.

26. EUH, OUI MAIS TRES BRIEVEMENT HEIN, JE SUIS EN REUNION.

27. OUI, VOUS, VOUS REALISEZ UNE ENQUETE POUR QUI?
OUI, OUI, EH BIEN ECOUTEZ, POSEZ VOS QUESTIONS, SI ELLES
SONT... JE VERRAI SI JE PEUX Y REPONDRE.

28. AH, ALLEZ-Y.

29. SI VOUS VOULEZ OUI.

30. OUI.

31. SI JE PEUX REPONDRE, JE NE SUIS PAS SPECIALISTE EN LA
MATIERE.

32. EUH, OUI, JE VEUX BIEN. QU'EST-CE QUE.. AU JUSTE LE BUT DE
VOTRE ENQUETE, C'EST QUOI, C'EST DE FAIRE UNE PUBLICATION?

33. ALLEZ-Y, OUI.

34. EUH, OUI. S'IL N'Y EN A PAS POUR TROP LONGTEMPS, OUI.

Strategies	Mitigators	Adjuncts
Mood derivable (declarat.) SI VOUS VOULEZ	Repeater (2) OUI ALLEZ-Y Starter ENFIN	Escape clause JE NE PEUX PAS VOUS GARANTIR... Scope limiter C'EST PAS TROP LONG, HEIN Explanation PARCE QUE JE SUIS TRES...
Mood derivable (declarat.) VOUS POUVEZ TOUJOURS ESSAYER	Starter OUI Downtoner PEUT-ETRE Uncertainty JE NE SAIS PAS	Escape clause JE SERAI PEUT-ETRE EN MESURE DE REPONDRE
Mood derivable (conditional) SI JE PEUX VOUS REPONDRE		Repeater ALLONS-Y
Yes/no OUI	Appealer HEIN	Scope limiter TRES BRIEVEMENT Explanation JE SUIS EN REUNION
Mood derivable (imperative) POSEZ VOS QUESTIONS	Starter ECOUTEZ Receipt (2) OUI Request for information VOUS REALISEZ UNE ENQUETE POUR QUI?	Escape clause JE VERRAI SI JE PEUX Y REPONDRE SI ELLES SONT...
Mood derivable (imperative) ALLEZ-Y		
Mood derivable (declarat.) SI VOUS VOULEZ		Repeater OUI
Yes/no OUI		
Mood derivable (conditional) SI JE PEUX REPONDRE		Explanation JE NE SUIS PAS SPECIALISTE
Yes/no OUI	Play down request JE VEUX BIEN	Specifier question QU'EST-CE QUE... AU JUSTE
Mood derivable (imperative) ALLEZ-Y		Repeater OUI
Yes/no OUI		Scope limiter S'IL N'Y EN A PAS POUR TROP LONGTEMPS Repeater OUI

35. OUI, SI VOUS VOULEZ.

36. SI VOUS VOULEZ, SI JE PEUX VOUS REPONDRE, MAIS C'EST PAS
EVIDENT. BEN ALLEZ-Y.

37. BAH ECOUTEZ, SI JE PEUX VOUS REPONDRE, OUI.
MAIS JE NE SAIS PAS DANS QUEL DOMAINE VOUS ALLEZ M'ATTAQUER,
HEIN.

38. OUI.

39. OUI, MAIS ON DOIT PAS AVOIR, LA, A BOULOGNE, HEIN.
ENFIN, POSEZ LES QUESTIONS, JE VAIS VOUS DIRE TOUT DE SUITE
SI JE SAIS REPONDRE OU PAS.

40. AH, SI CA VA VITE, OUI.

41. OUI.

42. ALLEZ-Y.

43. OUI, OUI, JE VOUS EN PRIE.

44. BIEN SUR.

45. BAH ECOUTEZ, ALLEZ-Y TOUJOURS, HEIN, JE VAIS VOIR SI JE PEUX
VOUS REPONDRE.

46. OUI, JE VEUX BIEN

47. EUH...OUI. DANS LA MESURE OU C'EST..., OU JE PEUX VOUS
REPONDRE, HEIN.

Strategies	Mitigators	Adjuncts
Yes/no OUI		Repeater SI VOUS VOULEZ
Mood derivable (declarat.)		Escape clause SI JE PEUX VOUS REPONDRE Question appropriateness MAIS C'EST PAS EVIDENT Repeater ALLEZ-Y
Mood derivable (conditional) SI JE PEUX VOUS REPONDER	Starter ECOUTEZ Uncertainty JE NE SAIS PAS	Repeater OUI
Yes/no OUI		
Mood derivable (imperative) POSEZ LES QUESTIONS	Receipt OUI Starter ENFIN Upgrader TOUT DE SUITE Appealer HEIN	Escape clause JE VAIS VOUS DIRE TOUT DE SUITE SI JE SAIS... Query appropriateness ON DOIT PAS AVOIR
Mood derivable (conditional) SI CA VA VITE		Repeater OUI
Yes/no OUI		
Mood derivable (imperative) ALLEZ-Y		
Yes/no OUI	Play down request JE VOUS EN PRIE	Repeater OUI
Adverbial BIEN SUR	Play down request BIEN SUR	
Mood derivable (imperative) ALLEZ-Y	Starter ECOUTEZ Appealer HEIN	Escape clause JE VAIS VOIR SI JE PEUX VOUS REPONDRE
Yes OUI	Play down request JE VEUX BIEN	
Yes/no OUI	Appealer HEIN	Escape clause DANS LA MESURE OU...

48. OUI.

49. OH... SI JE PEUX VOUS REPONDRE, JE VEUX BIEN ESSAYER.

Strategies	Mitigators	Adjuncts
Yes/no OUI		
Mood derivable (conditional) SI JE PEUX VOUS REPONDRE		Reinforce commitment JE VEUX BIEN ESSAYER

Country: *Germany*

Stimulus: *Request to interview*

Realisation: *Guten Tag. Mein Name ist von der Firma XYZ Consulting. Wir machen eine Studie über..... Kann ich Ihnen einige Frage stellen?*

Responses: Group A - Accept request

1. MM-MMM ICH WÜRD MAL SAGEN MM FRAGEN SIE ERST MAL DANN SAGE
ICH IHNEN OB ICH IHNEN ANTWORTEN KANN ODER WILL HEH-HEH

2. HM JA WENN ICH IHNEN HELFEN KANN

3. SIE SIND BEI MIR SICHERLICH NICHT GANZ RICHTIG ABER FRAGEN
SIE HALT MAL

4. UH-HUH JA MACHEN SIE ES MAL

5. ÄHM IM MOMENT WEIß ICH GAR NICHT OB SIE IN DER RICHTIGEN STELLE
SIND ÄHM MAL ZUM MITDENKEN WÜRDEN VON WO RUFEN SIE AUS AUS
HAMBURG AUS MÜNCHEN XYZ CONSULTING ALSO SAGEN SIE MIR WAS SIE
WOLLEN

6. JA DIE FRAGE IST OB ICH DER RICHTIGE MANN DAFÜR BIN NÄ ABER
SCHIESSEN SIE MAL LOS

7. TJA ICH WEIß NICHT UM WAS ES GEHT ABER STELLEN SIE MAL IHRE
FRAGEN

8. SAGEN SIE MIR NOCH MAL ICH HABE SCHLECHT VERSTANDEN MACHE EIN
BIßCHEN DIE LAUTSTARKE STUDIEN ÜBER?
(...)
UND FÜR WEN IST DIESER STUDIE GUT
(...)
WELCHE ART VON FRAGEN AN WELCHE ART VON FRAGEN DENKEN SIE

JA, ICH MEINE, WIR STELLEN JA AUSSCHLIESSLICH DIE LEITUNG, DIE
GABEL DAFÜR, JA. UND ZWAR, JE NACH KUNDENWUNSCH, SO MUSS ICH
MAL SAGEN... (...) HAT SICH ALSO DA ZUR AUFGABE GEMACHT, JETZT
FÜR JEDEN KUNDEN, SPEZIELL NACH SEINEN ANFORDERUNGEN, GABEL
HERZUSTELLEN, EBEN AUCH IN KLEINSTMENGEN, ALSO KLEINSTMENGEN,
50 M., 100 M., UND DAS WIRD EBEN, DA WIRD EINE KONSTRUKTION
ERSTELLT, UND DANN WIRD DAS PRODUZIERT, VERKAUFT... (....)
(FRAGE) VERSUCHEN WIR'S MAL.

Strategies

Mitigators

Adjuncts

Mood derivable (imperative) FRAGEN SIE ERST MAL	Conditional ICH WÜRDE MAL SAGEN	Escape clause DANN SAGE ICH IHNEN OB ICH IHNEN ANTWORTEN...
Yes/no JA		Escape clause WENN ICH IHNEN HELFEN KANN
Mood derivable (imperative) FRAGEN SIE	Upgrader SICHERLICH	Query appropriateness SIE SIND BEI MIR NICHT GANZ RICHTIG
Yes/no JA	Receipt UH-HUH	Repeater/Mood derivable MACHEN SIE ES MAL (imperative)
Mood derivable (imperative) SAGEN SIE MIR	Downtoner IM MOMENT	Query appropriateness WEISS ICH GAR NICHT OB SIE IN DER RICHTIGEN STELLE SIND
Mood derivable (imperative) SCHIESSEN SIE MAL LOS	Appealer NA	Query appropriateness DIE FRAGE IST OB ICH DER RICHTIGE MANN DAFÜR BIN
Mood derivable (imperative) STELLEN SIE IHRE FRAGEN	State uncertainty ICH WEISS NICHT	Scope limiter ICH WEISS NICHT UM WAS ES GEHT
Mood derivable (imperative) VERSUCHEN WIR'S MAL	Receipt (2) JA Cajoler ICH MEINE Upgrader AUSSCHLIESSLICH Starter UND ZWAR	Specifier question (3) STUDIEN ÜBER? FÜR WEN IST DIESE STUDIE GUT? WELCHE ART VON FRAGEN...

9. MM..., WIE LANG WÜRD DAS DAUERN?

(ANTWORT)

JA, PER TELEFON, ODER?

(ANTWORT)

JA, WENN ES SEIN MUSS, JA, BITTE BITTE.

(....) ES IHNEN MITTEILEN DARF. MOMENT BITTE, WAS IST ES FÜR FIRMA, BLOSS DASS ICH MAL WEISS? (ANTWORT) JA ALSO, WENN WENN, ICH MUSS SOWIESO VORSICHTIG SEIN. KANN SEIN, DASS ICH SIE VERTRÖSTEN MUSS, ABER IN PRINZIP BIN ICH DAZU BEREIT. JA.

10. MM..., WIE WIE... SAGEN SIE, WENN ICH MIR DIE FRAGE GESTATTEN DARF, WIE KOMMEN SIE GERADE AUF MICH, WIR SIND HIER, WIR MACHEN HIER SOWAS JA GAR NICHT... KOMMUNIKATIONSSYSTEME?

NA JA GUT, ICH... SAGEN WIR MAL, SIE KÖNNEN MAL ANFANGEN ZU FRAGEN UND WENN ICH DER MEINUNG BIN, DASS ICH BEANTWORTEN KANN, DANN... KANN ICH ES JA MAL TUN. ICH VERRATE IHNEN ABER NICHTS WAS DIE FIRMA ANGEHT, JA.

11. BITTE.

12. MMMM ... SAGEN SIE NOCHMAL WAS SIE MACHEN.

(Question repeated)

OH DA KANN ICH MIR GAR NICHT VIEL DARUNTER VORSTELLEN, MUSS ICH SAGEN. JA, ICH KENNE ZWAR SENSOREN ODER...ICH KENNE AUCH ANDERE (....) ABER ICH KENNE DEN ZUSAMMENHANG JETZT NICHT, DEN TECHNISCHEN, WAS SIE DA MEINEN. ABER GUT, FRAGEN SIE MAL...

13. JA

14. WENN DAS NICHT SO SEHR LANGE DAUERT

15. JA FRAGEN'S ALSO MAL

16. BITTE

17. JA MOMENT BITTE ICH MUß EBEN MAL MEINE TÜR SCHLIEßEN

Strategies	Mitigators	Adjuncts
Yes/no JA	Play down request BITTE BITTE Adverbial SOWIESO Downtoner BLOSS DASS ICH MAL WEISS	Specifier question (2) WIE LANGE WÜRD DAS DAUERN? PER TELEFON, ODER? Query willingness WENN ES SEIN MUSS Repeater JA Specifier question WAS IST ES FÜR FIRMA Escape clause KANN SEIN, DASS ICH... Scope limiter ICH MUSS ... VORSICHTIG SEIN
Mood derivable (declarat.) SIE KÖNNEN MAL ANFANGEN ZU FRAGEN	Embedded if clause WENN ICH MIR DIE FRAGE GESTATTEN DARF Starter NA JA GUT Cajoler SAGEN WIR MAL Upgrader GAR NICHT	Specifier WIR MACHEN HIER SOWAS JA GAR NICHT Specifier question . WIE KOMMEN SIE AUF MICH Escape clause (2) WENN ICH DER MEINUNG BIN ICH VERRATE IHNEN ABER NICHTS...
Adverbial BITTE		
Mood derivable (imperative) FRAGEN SIE MAL	Receipt OH Starter JA Emphasizer MUSS ICH SAGEN Adverbial JETZT	Query appropriateness DA KANN ICH MIR GAR NICHT VIEL DARUNTER VORSTELLEN Specifier question SAGEN SIE NOCHMAL WAS SIE MACHEN Query appropriateness ICH KENNE DEN ZUSAMMENHANG JETZT NICHT
Yes/no JA		
Mood derivable (conditional) WENN DAS NICHT SO SEHR LANGE DAUERT		Scope limiter WENN DAS NICHT SO SEHR LANGE DAUERT
Yes/no JA		Repeater/Mood derivable FRAGEN'S ALSO MAL (imperative)
Adverbial BITTE		
Yes/no JA		

18. DAS KÖNNEN SIE

(FEIN)

OB ICH DIE BEANTWORTEN KANN IST EINE ANDERE FRAGE

19. OH WENN ES NICHT LANG GEHT

20. JA ICH BIN NUN ARG ICH BEFASSE MICH ZWAR MIT
FERTIGUNGSYSTEMEN BIN ABER NUR NICHT SPEZIELL AUF
STEUERUNGS ELEKTRONIK ABER VIELLEICHT UNSER HERR X IST NICHT
ERREICHBAR (UND GIBT ES DA NIEMAND DER MIR HELFEN KÖNNTE) JA
WIE GESAGT SIE KÖNNEN FRAGEN JETZT BIN SICHER DAß ICH EINIGE
FRAGEN BEANTWORTEN ABER OB ICH ALLE FRAGE BEANTWORTEN KANN
WEIß ICH NICHT

21. JA ICH VERSUCHE SIE MAL SIE ZU BEANTWORTEN

22. JA DAS KÖNNEN SIE MACHEN UM WAS GEHTS DANN IM WESENTLICHEN

23. JA WENN ES NICHT SO LANG DAUERT KANN ICH IHNEN DAS GERNE
BEANTWORTEN ICH HABE NÄMLICH GLEICH EINE SITZUNG

24. NA..... ICH WEIß NICHT SCHIESSEN SIE MAL LOS

25. JA GERNE

26. ALSO SCHIESSEN SIE MAL LOS

27. JA

28. WENN ES NICHT ALLZULANGE DAUERT

29. KÖNNEN SIE JA

Strategies	Mitigators	Adjuncts
Mood derivable (declarat.) DAS KÖNNEN SIE		Escape clause OB ICH DIE BEANTWORTEN KANN IST EINE ANDERE FRAGE
Mood derivable (conditional) WENN ES NICHT LANG GEHT	Starter OH	
Mood derivable (declarat.) SIE KÖNNEN FRAGEN	Starter JA Downtoner VIELLEICHT Upgrader BIN SICHER DASS ICH EINIGE FRAGEN BEANTWORTEN...	Query appropriateness ICH BEFASSE MICH ZWAR MIT Uncertainty OB ICH ALLE FRAGEN BEANTWORTEN KANN WEISS ICH NICHT Add information UNSER HERR X IST NICHT ERREICHBAR
Mood derivable (declarat.) ICH VERSUCHE SIE MAL ZU BEANTWORTEN	Starter JA	
Yes/no JA		Repeater/Mood derivable DAS KÖNNEN SIE MACHEN Specifier question UM WAS GEHTS DANN IM WESENTLICHEN
Yes/no JA	Play down request KANN ICH IHNEN DAS GERNE BEANTWORTEN	Scope limiter WENN ES NICHT SO LANG DAUERT Explanation ICH HABE NÄMLICH GLEICH EINE SITZUNG
Mood derivable (imperative) SCHIESSEN SIE MAL LOS	Receipt NA Uncertainty ICH WEISS NICHT	
Yes/no JA	Play down request GERNE	
Mood derivable (imperative) SCHIESSEN SIE MAL LOS	Starter ALSO	
Yes/no JA		
Mood derivable (conditional) WENN ES NICHT ALLZU LANGE DAUERT	Understater ALLZU LANGE	
Mood derivable (declarat.) KÖNNEN SIE		Repeater JA

30. BITTE

31. OH JA

32. JA WENN ES KURZ GEHT

33. JA KÖNNEN SIE SIE MÜSSEN ABER A BISSERL LAUTER REDEN WEIL DER
GERÄUSCHPEGEL UM MICH RUM RELATIV HOCH IST

34. ALSO GANZ RICHTIG SIND SIE NICHT DAS SIND NÄMLICH DIE BUSSE
NENNEN WIR MAL ANDERS DAS FÄLLT IM BEREICH DER FELDBUSSE
MACHEN SIE JETZT HIER
(JA GENAU)
WIR KÖNNEN MAL DIE ERSTEN ZWEI ODER DREI FRAGEN STELLEN DANN
SEHEN WIR SCHON OB ICH SIE SELBER BEANTWORTEN KANN ODER OB ICH
SIE WEITER VERWEISEN MUß

35. JA GERN

36. MM MM JA VERSUCHEN SIE MAL

37. JA KÖNNEN SIE GERNE ABER WENN ICH SIE BEANTWORTEN KÖNNEN NÄ

38. WENN ES UNBEDINGT SEIN MUß

39. JA KÖNNEN SIE

40. JA KÖNNEN SIE

41. ICH KENNE IHRE FIRMA NICHT IN DEM ZUSAMMENHANG
(ES IST EIN MARKTFORSCHUNGSINSTITUT)
JA WAS SIND DAS FÜR FRAGEN
(EXPLAINS)
WOLLEN SIE ES TELFONISCH ABHANDELN?
(JA)
JA (LAUGHS) DANN RUFEN SIE MICH BITTE UNTER MEINER RUFNUMMER

Strategies	Mitigators	Adjuncts
Adverbial BITTE		
Yes/no JA	Receipt OH	
Yes/no JA		Scope limiter WENN ES KURZ GEHT
Yes/no JA		Repeater/Mood derivable DAS KÖNNEN SIE
Mood derivable (declarat.) WIR KÖNNEN MAL DIE ERSTEN ZWEI ODER DREI FRAGEN	Starter ALSO	Query appropriateness GANZ RICHTIG SIND SIE NICHT Escape clause DANN SEHEN WIR SCHON OB ICH SIE SELBER BEANTWORTEN KANN Specifier DAS SIND NÄMLICH DIE... Explanation DAS FÄLLT IM BEREICH DER
Yes/no JA	Play down request GERN	
Yes/no JA		Repeater/Mood derivable VERSUCHEN SIE MAL
Yes/no JA	Play down request GERNE Appealer NA	Repeater/declarative KÖNNEN SIE Escape clause ABER WENN ICH SIE BEANTWORTEN...
Mood derivable (conditional) WENN ES UNBEDINGT SEIN MUSS	Upgrader UNBEDINGT	
Yes/no JA		Repeater/Mood derivable KÖNNEN SIE (declarative)
Yes/no JA		Repeater/Mood derivable KÖNNEN SIE (declarative)
Mood derivable (imperative) DANN RUFEN SIE MICH BITTE UNTER MEINER RUFNUMMER	Starter (2) JA	Specifier question (3) ICH KENNE IHRE FIRMA NICHT IN DEM ZUSAMMENHANG JA WAS SIND DAS FÜR FRAGEN? WOLLEN SIE ES TELEFONISCH ABHANDELN?

42. HA SO AM TELEFON
DA ...? .. SCHIESSEN SIE MAL LOS

43. ÄH, JA, KÖNNEN SIE SCHON.

44. SENSOREN, AKTOREN UND STEUERUNGSEINHEITEN? DANN
PROBIEREN WIR'S MAL. ABER ICH BIN NICHT GANZ SICHER, OB WIR
DA ZUSTÄNDIG SIND.

45. JA, JA.

46. JA, O.K., WENN SIE DA EIN PAAR FRAGEN HABEN.

47. JA, BITTE.

48. JA, WIE LANG WIRD ES DAUERN?

49. JA, JA KÖNNEN SIE.

Strategies	Mitigators	Adjuncts
Mood derivable (imperative) SCHIESSEN SIE MAL LOS	Receipt HA	Specifier question HA SO AM TELEFON?
Yes/no JA		Repeater/Mood derivable KÖNNEN SIE SCHON (declarative)
Mood derivable (imperative) PROBIEREN WIR'S MAL	Understater GANZ Uncertainty ICH BIN NICHT SICHER	Query appropriateness ICH BIN NICHT GANZ SICHER OB WIR DA ZUSTÄNDIG SIND
Yes/no JA		Repeater JA
Yes/no JA		Repeater O.K. Scope limiter WENN SIE DA EIN PAAR FRAGEN HABEN
Yes/no JA	Play down request BITTE	
Yes/no JA		Specifier question WIE LANGE WIRD ES DAUERN?
Yes/no JA		Repeater (2) JA JA Mood derivable KÖNNEN SIE (declarative)

Country: *England*

Stimulus: *Request to interview*

Realisation: *Good morning/afternoon. My name is ... from XYZ Consulting. We're carrying out some research on X and Y. Can I ask you some questions?*

Response type B: Refuse request

1. YES, UH... YES, YOU COULD, BUT I DON'T THINK YOU COULD GET INTELLIGENT ANSWERS.

2. UH, YEAH. IS IT GOING TO TAKE VERY LONG?
(REPLY)
NO, I'M IN THE MIDDdle OF TESTING A MICRO-WAVE OVEN, SO I'VE GOT, I'VE GOT ABOUT 3 MINUTES BEFORE SOME MEASUREMENTS.

3. UH, WELL I'M SORRY, I'M TOO BUSY AT THE MOMENT. UH, I DON'T THINK REALLY IT'S RELEVANT TO MYSELF IN THIS CASE.

4. I'M RATHER BUSY AT THE MOMENT I'M AFRAID. I'M IN A MEETING.

5. I DON'T EVEN KNOW IF YOU'RE TALKING TO THE RIGHT GUY YET. I DON'T KNOW WHY YOU'VE COME THROUGH TO ME.

6. WELL YOU CAN ASK ME QUESTIONS BUT I WON'T BE ABLE TO ANSWER THEM.

7. HOW LONG DO YOU THINK IT WILL TAKE?
ER CALL ME BACK IN ABOUT HALF AN HOUR.

Strategies

Mitigators

Adjuncts

Indirect mood derivable YES YOU COULD BUT	Receipt YES Uncertainty I DON'T THINK Conditional YOU COULD	Query ability I DON'T THINK YOU COULD GET INTELLIGENT ANSWERS
Direct yes/no NO	Receipt YEAH	Pre-question IS IT GOING TO TAKE VERY LONG? Explanation: readiness I'M IN THE MIDDLE OF TESTING...
Refer to specific readiness I'M TOO BUSY AT THE MOMENT	Starter WELL Apology I'M SORRY Uncertainty I DON'T THINK	Explanation: appropri. I DON'T THINK REALLY IT'S RELEVANT TO MYSELF
Refer to specific readiness I'M RATHER BUSY AT THE MOMENT	Downtoner RATHER Apology I'M AFRAID	Explanation: readiness I'M IN A MEETING
Refer to appropriateness I DON'T EVEN KNOW IF YOU'RE TALKING TO THE RIGHT GUY	Uncertainty (2) I DON'T KNOW I DON'T KNOW	Query appropriateness I DON'T KNOW WHY YOU'VE COME THROUGH TO ME
Rhetorical agreement and qualification YOU CAN ASK ME BUT	Starter WELL	Explanation: ability I WON'T BE ABLE TO ANSWER THEM
Indirectly refer to specific readiness CALL ME BACK IN ABOUT HALF AN HOUR		Pre-question HOW LONG DO YOU THINK IT WILL TAKE? Give alternative: command CALL ME BACK IN ABOUT HALF AN HOUR

8. IS IT GOING TO TAKE VERY LONG?

CAN I ASK YOU TO GIVE ME YOUR NUMBER AND I'LL RING YOU BACK?

CAN YOU GIVE ME ABOUT AN HOUR?

9. WELL I'M NOT REALLY THE MAN TO DO THAT BUT ONE OF MY

COLLEAGUES WOULD BE AND IF I CAN FIND THE RIGHT MAN.....

10. I'M AFRAID I'VE JUST STARTED A MEETING. I'M AFRAID IT'S NOT
VERY CONVENIENT AT THE MOMENT.

11. WELL UH YES I HAVEN'T A LOT OF TIME THIS MORNING. FOR A
START ARE YOU MANUFACTURERS OF A SYSTEM OR ARE YOU JUST
DOING A SURVEY ON

12. I'VE GOT PEOPLE IN THE OFFICE AT THE MOMENT. YES. DID YOU
PHONE THE DIRECTOR OF TECHNOLOGY THE OTHER DAY? BECAUSE I
KNOW ITS VERY TECHNICAL. HAVE YOU GOT SOMETHING YOU CAN SEND
TO US IN WRITING?

13. WHAT NOW?

(WHEN WOULD BE CONVENIENT TO YOU)

WHAT OVER THE PHONE?

(YEAH THERE'S ONLY A FEW)

YES UH CAN YOU CALL AT TWO O'CLOCK, WILL YAH

14. YOU YOU YOU'RE ON TO THE WRONG CHAP ACTUALLY

15. WELL I DO SUGGEST THAT YOUR BEST PERSON TO SPEAK TO IS MR
P. HE WON'T BE AVAILABLE UNTIL THE END OF NEXT WEEK.

I SUGGEST THAT YOU CALL EITHER THURSDAY OR FRIDAY OF NEXT
WEEK.

Strategies	Mitigators	Adjuncts
Indirectly refer to specific readiness CAN I ASK YOU...AND I'LL RING YOU BACK		Pre-question IS IT GOING TO TAKE VERY LONG? Give alternative: request CAN YOU GIVE ME ABOUT AN HOUR?
Refer to appropriateness I'M NOT REALLY THE MAN...	Downtoner REALLY Starter WELL Conditional WOULD	Refer to 3rd party: offer ONE OF MY COLLEAGUES WOULD BE AND IF I CAN FIND THE RIGHT MAN...
Refer to specific readiness I'VE JUST STARTED A MEETING	Apology I'M AFRAID Understater (2) VERY VERY	Explanation: readiness IT'S NOT VERY CONVENIENT
Refer to specific readiness I HAVEN'T A LOT OF TIME	Starter (2) WELL YES Understater A LOT OF	Broach FOR A START Specifier question ARE YOU MANUFACTURERS...
Indirectly refer to specific readiness I'VE GOT PEOPLE IN THE OFFICE AT THE MOMENT		Repeater YES Query previous action DID YOU PHONE THE DIRECTOR... Give alternative: request HAVE YOU GOT SOMETHING YOU CAN SEND TO US IN WRITING?
Refer to specific readiness WHAT NOW?	Receipt YES Starter WELL	Pre-question WHAT OVER THE PHONE? Give alternative: request CAN YOU CALL AT TWO O'CLOCK, WILL YOU
Refer to appropriateness YOU'RE ON TO THE WRONG CHAP	Adverbial ACTUALLY	
Indirectly refer to appropriateness I DO SUGGEST THAT THE BEST PERSON TO SPEAK TO...	Starter WELL	Give alternative: suggest. I SUGGEST THAT YOU CALL EITHER THURSDAY OR...

16. HE HE YOU ACTUALLY OUGHT TO HAVE GONE THROUGH THE UH TOOLING
MANAGER HERE. I CAN TRANSFER THE CALL TO THE TOOLING
MANAGER.

17. NAH I DON'T THINK THERE'S ANYTHING THAT WE USE WHICH IS
GOING TO BE IN THAT SORT OF LINE.

18. WELL YOU CAN'T AT THE MOMENT BECAUSE I'M IN THE MIDDLE OF A
MEETING.

19. UH OH, I'M NOT IN THIS. I FIND THAT WHEN PEOPLE ASK ME
QUESTIONS IT BOGS ME DOWN TOO LONG.

20. EH WELL I'VE UH THINK YOU'RE UH I'VE JUST BEEN THE EXCHANGE
HAS ASKED ME FOR THE CALL. I THINK WHAT YOU'RE GOING TO NEED
TO DO YOU'RE TALKING MORE PARTICULARLY ABOUT MACHINE TOOLS OR
PROCESS MACHINERY OR WHATEVER OR MACHINE TOOLS OF THAT
NATURE, IS IT? IS IT SOME INFORMATION GATHERING?

21. WELL COULD YOU CALL ME BACK IN A MINUTE? I'M JUST IN THE
MIDDLE OF SOMETHING AT THIS VERY MOMENT.

22. I THINK YOU PROBABLY GOT THE WRONG MR. H. I KNOW THERE'S
QUITE A NUMBER IN THIS (..) BUILDING. I'D TRY TO RING
ANOTHER ONE. I DON'T THINK IN MY JOB I WOULD BE INVOLVED IN
ANY COMPANY DECISION ON THAT AT ALL.

23. UM I'M AFRAID I'M GOING TO HAVE TO SAY NO AND ASK YOU TO
RING BACK.

24. OH, I'D HAVE TO PASS ON THAT I HAVEN'T REALLY LOOKED INTO
IT.

25. UM... YOU'D REALLY BE ASKING THE WRONG PERSON.

Strategies	Mitigators	Adjuncts
Indirectly refer to appropriateness YOU OUGHT TO HAVE GONE THROUGH THE TOOLING MANAGER	Adverbial ACTUALLY	Refer to 3rd party: offer I CAN TRANSFER THE CALL
Refer to appropriateness I DON'T THINK THERE'S ANYTHING THAT WE USE...	Starter NAH Uncertainty I DON'T THINK	
Direct mood derivable YOU CAN'T AT THE MOMENT	Starter WELL	Explanation: readiness BECAUSE I'M IN THE MIDDLE OF A MEETING
Direct mood derivable I'M NOT IN THIS		Explanation: willingness I FIND THAT WHEN PEOPLE ASK ME QUESTIONS...
Indirectly refer to appropriateness THE EXCHANGE HAS ASKED ME FOR THE CALL	Starter WELL Uncertainty I THINK	Specifier question IS IT SOME INFORMATION GATHERING?
Indirectly refer to specific readiness COULD YOU CALL ME BACK...?	Starter WELL Downtoner JUST Conditional COULD YOU	Explanation: readiness I'M JUST IN THE MIDDLE OF SOMETHING
Refer to appropriateness I THINK YOU PROBABLY GOT THE WRONG MR. H.	Uncertainty (2) I THINK PROBABLY Conditional I'D	Explanation I KNOW THERE'S QUITE A NUMBER IN THIS... Give alternative: suggest. I'D TRY TO RING ANOTHER ONE
Indirectly refer to specific readiness TO SAY NO AND ASK YOU TO RING BACK	Apology I'M AFRAID Obligation TO HAVE TO SAY NO	Give alternative: request ASK YOU TO RING BACK
Refer to appropriateness I'D HAVE TO PASS ON THAT I HAVEN'T REALLY...	Conditional I'D HAVE TO Obligation HAVE TO	Explanation: ability I HAVEN'T REALLY LOOKED INTO IT
Refer to appropriateness YOU'D BE ASKING THE WRONG PERSON	Conditional YOU'D BE Downtoner REALLY	

26. NO, IT WON'T BE CONVENIENT AT THE MOMENT. I'M RIGHT IN THE MIDDLE OF A MEETING ANYWAY.

27. WELL, I DON'T I'M NOT REALLY IN THIS AREA AT ALL.

28. WELL, IT'S A BIT INCONVENIENT AT THE MOMENT.

29. VERY DIFFICULT AT THE MOMENT. I'M IN A MEETING.

30. WHAT IS IT REGARDING, COMMUNICATIONS, IS IT?
(ANSWERS)
OH, YOU WANT THE PRODUCTION SIDE OF MAINTENANCE.

31. ASSOCIATED WITH
(X)
X. WELL, YOU YOU, I THINK IT WOULD BE PREFERABLE IF YOU ASKED THE QUESTIONS OF MR ...

32. SAY THAT AGAIN BECAUSE... YOU'RE ON TO THE WRONG PERSON.

33. YES, BUT WHAT DO YOU WANT THE INFORMATION FOR?
(REPLY)
YEAH, YOU KNOW, YOU UNDERSTAND THAT... I SOUND A LITTLE CAUTIOUS. WE WOULD NOT NORMALLY SPEAK.

34. YEAH, BUT I DON'T SEE AS IT WELL....
I DON'T SEE AT THE MOMENT WHY YOU'RE BOTHERING... WHY YOU'RE RINGING US... WHAT IS IT TO DO WITH...

Strategies	Mitigators	Adjuncts
Direct yes/no NO		Explanation: readiness IT WON'T BE CONVENIENT AT THE MOMENT Explanation I'M RIGHT IN THE MIDDLE OF A MEETING
Refer to appropriateness I'M NOT REALLY IN THIS AREA	Starter WELL Upgrader AT ALL Downtoner REALLY	
Refer to specific readiness IT'S A BIT INCONVENIENT AT THE MOMENT	Starter WELL Understater A BIT	
Refer to specific readiness VERY DIFFICULT AT THE MOMENT	Upgrader VERY	Explanation: readiness I'M IN A MEETING
Indirectly refer to appropriateness YOU WANT THE PRODUCTION SIDE OF...		Pre-question specifier WHAT IS IT REGARDING...?
Refer to appropriateness I THINK...IF YOU ASKED THE QUESTIONS TO MR. ...	Starter WELL Uncertainty I THINK Conditional IT WOULD BE PREFERABLE	
Refer to appropriateness YOU'RE ON TO THE WRONG PERSON		Request repeat SAY THAT AGAIN
Refer to willingness WE WOULD NOT NORMALLY SPEAK	Receipt (2) YES YEAH Cajoler (2) YOU KNOW YOU KNOW Appeal to listener's understanding YOU UNDERSTAND THAT... Conditional WOULD NOT	Pre-question WHAT DO YOU WANT THE INFORMATION FOR?
Refer to appropriateness I DON'T SEE IT AS WELL	Receipt YEAH Uncertainty I DON'T SEE	Repeat I DON'T SEE WHY YOU'RE BOTHERING... Specifier question WHAT IS IT TO DO WITH...

35. UH... CAN YOU RING ME BACK IN ABOUT 30 MINUTES?

36. UH... WHO DO YOU REPRESENT THEN?

(XYZ CONSULTING)

I SEE, WHO EXACTLY ARE THEY? EXCUSE FOR BEING HARRY BUT I
DON'T PART OVER INFORMATION ANYTHING TO DO WITH THIS COMPANY
ON TELEPHONE TO SOMEBODY OR SOME COMPANY I DON'T KNOW, I'M AFRAID.

37. WELL, UH..., WHAT I DID SAY TO THE SECRETARY WAS THAT WE
HAVE TWO PRODUCTION ENGINEERS WHO ARE THE EXPERTS IN THIS .

38. OH I'M AFRAID WE WON'T BE ABLE TO HELP YOU WITH THAT.
WE WOULDN'T BE ABLE TO ANSWER ANY QUESTION.

39. HOW LONG IS IT GOING TO TAKE?

(THERE'S ABOUT 12 QUESTIONS)

I'M IN A MEETING AT THE MOMENT, COULD I ASK YOU TO RING BACK
ABOUT TWO?

40. I'M AFRAID I'M NOT QUALIFIED TO ANSWER YOUR QUESTIONS.

WHA... WHAT'S YOUR NAME?

I SUGGEST YOU RING BACK AT 2.30

41. WELL, I DON'T KNOW A LOT OF DETAILS ABOUT THAT. UH... THE
PERSON YOU REALLY OUGHT TO SPEAK TO IS MR..... .

Strategies	Mitigators	Adjuncts
Indirectly refer to specific readiness CAN YOU RING ME BACK...		Give alternative: request CAN YOU RING ME BACK IN ABOUT 30 MINUTES?
Refer to willingness I DON'T PART OVER INFORMATION...	Apology (2) EXCUSE FOR BEING HARRY I'M AFRAID Receipt I SEE	Specifier question (2) WHO DO YOU REPRESENT THEN? WHO EXACTLY ARE THEY?
Indirectly refer to appropriateness WHAT I DID SAY TO THE SECRETARY WAS...	Starter WELL	
Refer to ability WE WON'T BE ABLE TO HELP YOU WITH THAT	Apology I'M AFRAID Conditional WE WOULDN'T	Explanation: ability WE WOULDN'T BE ABLE TO ANSWER ANY QUESTION
Refer to specific readiness I'M IN A MEETING AT THE MOMENT	Conditional COULD I	Pre-question HOW LONG IS IT GOING TO TAKE? Give alternative: offer COULD I ASK YOU TO RING BACK...
Refer to ability I'M NOT QUALIFIED TO ANSWER YOUR QUESTIONS	Apology I'M AFRAID	Give alternative: suggest I SUGGEST YOU RING BACK AT 2.30
Refer to ability I DON'T KNOW A LOT OF DETAILS ABOUT THAT	Starter WELL Upgrader REALLY	Give alternative: suggest THE PERSON YOU REALLY OUGHT TO SPEAK TO IS...

Country: *France*

Stimulus: *Request to interview*

Realisation: *"Bonjour. Je m'appelle ... de la société XYZ Consulting. Nous réalisons une enquête sur Puis-je vous demander quelques questions?"*

Responses: Group B - Refuse request

-
1. BIEN, ECOUTEZ, JE SUIS ASSEZ MAL PLACE POUR VOUS REpondRE.
JE NE CONNAIS PAS TRES BIEN LE... EUH... NIVEAU D'AUTOMATISME
DE NOS PRODUCTIONS.
-
2. OUI, MAIS ON N'A PAS CE GENRE DE CHOSES ICI.
-
3. OH, ON N'A PAS TELLEMENT DE SYSTEMES LA-DESSUS, HEIN. JE
PREFERE VOUS PASSER LE RESPONSABLE DU SERVICE ENTRETIEN, S'IL
EST LA. HEIN, JE CROIS QUE C'EST MIEUX, HEIN.
-
4. C'EST DES PROBLEMES DE... DE LIAISONS ENTRE CAPTEURS ET...
EUH...CALCULATEURS ET... AUTOMATES?
JE PENSE QUE... COMMENT, EXCUSEZ-MOI D'ABORD, COMMENT AVEZ-
VOUS EU MON NOM? (REponse) D'ACCORD. BON, JE PENSE QUE... MOI
JE M'OCCUPE EFFECTIVEMENT D'AUTOMATISMES, MAIS BEAUCOUP PLUS
AU NIVEAU
-
5. ALORS ECOUTEZ, EUH... C'EST UNE SECRETAIRE LA, QUI M'A PASSE
LA COMMUNICATION, ELLE SAVAIT PAS TROP EXACTEMENT DE QUOI IL
S'AGISSAIT. JE VAIS VOUS PASSER QUELQU'UN, EUH..., DONT C'EST
LE METIER, QUI FAIT PARTIE, C'EST NOTRE TECHNICIEN-ELECTRONICIEN
EUH... QUI, DONC, A LA RESPONSABILITE DU PARC MACHINES-OUTILS.
-
6. OH ALORS LA, IL FAUDRAIT QUE JE VOUS PASSE PLUTOT MON...
MON ASSISTANT TECHNIQUE LA, QUI EST MONSIEUR P. QUI EST
ENGINEERING, QUI EST... LA JE NE SAIS PAS CE QUE JE VAIS
POUVOIR VOUS REpondRE, PARCE QUE CE N'EST PAS TOUT A FAIT MA
PARTIE.

Strategies

Mitigators

Adjuncts

Refer to ability JE SUIS ASSEZ MAL PLACE POUR VOUS REpondre	Starter (2) BIEN ECOUTEZ Downtoner ASSEZ	Explanation: ability JE NE CONNAIS PAS TRES BIEN LE...
Refer to appropriateness ON N'A PAS CE GENRE DE CHoses ICI	Receipt OUI	
Refer to appropriateness ON N'A PAS DE SYSTEMES	Understater TElLEMENT Appealer (3) HEIN HEIN HEIN Uncertainty JE CROIS	Refer to 3rd party (req.) JE PREFERE VOUS PASSER LE RESPONSABLE Repeater ..QUE C'EST MIEUX
Refer to ability MOI JE M'OCCUPE EFFECTIVEMENT D'AUTOMATISMES MAIS BEAUCOUP PLUS AU...	Starter BON Uncertainty JE PENSE QUE	Specifie question C'EST DES PROBLEMES DE...
Refer to appropriateness ELLE SAVAIT PAS TROP EXACTEMENT DE QUOI IL S'AGISSAIT	Starter (2) ALORS ECOUTEZ Downtoner TROP EXACTEMENT	Refer to 3rd party(direct) JE VAIS VOUS PASSER QUELQU'UN
Refer to ability JE NE SAIS PAS CE QUE JE VAIS POUVOIR VOUS REpondre	Conditional I FAUDRAIT Uncertainty JE NE SAIS PAS Starter ALORS Downtoner PLUTOT Understater TOUT A FAIT	Refer to 3rd party(direct) QUE JE VOUS PASSE... Explanation: approp. CE N'EST PAS MA PARTIE

7. NON, BAH J'AI... ECOUTEZ J'AI DEUX PERSONNES DANS MON BUREAU, J'AI PAS DE... JE PEUX PAS VOUS REpondre MAINTENANT. VOUS ME... NON, BAH VOUS RAPPELEZ, EUH... DEMAIN, DEMAIN DANS L'APRES-MIDI.

8. OUI, MAIS ATTENDEZ, EST-CE QUE VOUS VOUS ADRESSEZ A LA BONNE PERSONNE?

9. OH MAIS, C'EST PAS MOI QUI M'OCCUPE DE CA. C'EST MONSIEUR X

10. AH, ATTENDEZ, JE VAIS VOUS PASSER MON RESPONSABLE. NE QUITTEZ PAS, HEIN.

11. EUH...BON, OUI, JE VEUX BIEN, MAIS LE PROBLEME C'EST QUE C'EST PAS DU TOUT MON RAYON. DONC, C'EST PAS... MOI JE SUIS RESPONSABLE DE BUREAU D'ETUDES D'UNE EQUIPE DE TELECOMMUNICATION. ALORS, EUH, TOUT CE QUI EST TELECOM, JE CONNAIS BIEN, MAINTENANT LE RESTE, JE PENSE QUE JE VAIS PAS VOUS APPORTER GRAND-CHOSE, PUISQUE C'EST PAS DU TOUT DU TOUT MA FONCTION.

12. OUI, ALORS LA C'EST PAS MOI QUI SUIS RESPONSABLE DE CES CHOSES-LA, JE VAIS ESSAYER DE VOUS PASSER M. X., QUI EST LE RESPONSABLE. EUH... SI JAMAIS EUH...

13. EUH... NON, PARCE QUE JE TRAITE D'INFORMATIQUE DE GESTION, UNIQUEMENT, ET PAS DE PROCESS. O.K.?

14. OUI BAH ALORS LA, J'AI RIEN A VOUS DIRE SUR CE SUJET.

15. ECOUTEZ, VOUS TOMBEZ MAL. JE SUIS EXTREMEMENT OCCUPE A L'HEURE QU'IL EST. EST-CE QUE VOUS POURRIEZ ME RAPPELER LUNDI, HEIN, JE VOUS PRIE DE M'EXCUSER, MAIS LA, JE... JE SENS QUE NOTRE CONVERSATION VA PRENDRE QUAND-MEME QUELQUES MINUTES, HEIN..?

Strategies	Mitigators	Adjuncts
Direct refusal NON	Starter ECOUTEZ	Explanation: readiness (2) JE PEUX PAS VOUS REPONDRE MAINTENANT J'AI DEUX PERSONNES DANS MON BUREAU Offer alternative (command) VOUS RAPPELEZ DEMAIN Repeater (2) NON J'AI PAS
Refer to appropriateness EST-CE QUE VOUS VOUS ADRESSEZ A LA BONNE PERSONNE	Receipt OUI Starter ATTENDEZ	
Refer to appropriateness C'EST PAS MOI QUI M'OCCUPE DE CA	Receipt OH MAIS	Refer to 3rd party (decl.) C'EST MONSIEUR X
Indirect refer to appropriateness JE VAIS VOUS PASSER MON RESPONSABLE	Starter ATTENDEZ Appealer HEIN	Request to hold NE QUITTEZ PAS Refer to 3rd party(direct) JE VAIS VOUS PASSER...
Refer to appropriateness C'EST PAS MON RAYON	Upgrader DU TOUT State uncertainty JE PENSE Receipt OUI JE VEUX BIEN	Repeater C'EST PAS DU TOUT MA FONCTION Broach issue MAIS LE PROBLEME C'EST QUE...
Refer to appropriateness C'EST PAS MOI QUI SUIS RESPONSABLE	Receipt OUI Starter ALORS LA	Refer to 3rd party(direct) JE VAIS ESSAYER DE VOUS PASSER MONSIEUR X
Direct yes/no NON	Appealer O.K.	Explanation: appropri. PARCE QUE JE TRAITE... UNIQUEMENT
Refer to willingness J'AI RIEN A VOUS DIRE SUR CE SUJET	Receipt OUI Starter ALORS LA	
Refer to specific readiness JE SUIS EXTREMEMENT OCCUPE A L'HEURE QU'IL EST	Starter ECOUTEZ Upgrader EXTREMEMENT Conditional POURRIEZ	Appealer (2) HEIN HEIN Offer alternative (request) EST-CE QUE VOUS POURRIEZ ME RAPPELER LUNDI Apology JE VOUS PRIE DE M'EXCUSER

16. AH, D'ACCORD, ALORS ECOUTEZ, JE VAIS VOUS AIGUILLER SUR LE, SUR LES INFORMATIENNES QUI S'OCCUPENT DE CA, PARCE QUE MOI JE SUIS GESTION. DONC JE PENSE QUE C'EST PLUTOT LE BUREAU D'ETUDES.

17. EUH...ACTUELLEMENT JE NE SAIS PAS SI JE SUIS EN MESURE DE VOUS REpondre.

18. AH, C'EST VOUS QUI M'AVEZ APPELE LA SEMAINE DERNIERE!
(REMARQUE)
AH OUI. BIEN, ET... IL SE TROUVE QUE JE SUIS ENCORE TRES, TRES OCCUPE, A L'INSTANT PRESENT.

19. OUI, NE QUITTEZ PAS, J'ESSAIE DE VOUS PASSER UNE PERSONNE, NE QUITTEZ PAS. OUI, HALLO.

20. HOLA, NON MOI JE NE SUIS PAS DU TOUT SPECIALISTE LA, HEIN. JE SUIS A L'INFORMATIQUE, MAIS JE... JE CONNAIS PAS DU TOUT CA, HEIN.

21. EUH, OUI MAIS ON N'A PAS CE GENRE DE PRODUITS.

22. ATTENDEZ, VOUS ETES EN SERVICE INFORMATIQUE LA.
NON, CE N'EST PAS DU TOUT MOI, IL N'Y A PAS DE RESPONSABLE DE I. BON, IL Y A UN BUREAU D'ETUDES EVENTUELLEMENT, MAIS JE NE VOIS PAS TROP QUI PEUT VOUS RENSEIGNER COMME CA. ALORS, ATTENDEZ, JE REFLECHIS... AU NIVEAU DES SYSTEMES, JE VAIS ESSAYER DE VOUS TRANSFERER SUR LE RESPONSABLE DES SYSTEMES NUMERIQUES, HEIN...

23. EUH OUI, MAIS EH, SI VOUS VOULEZ DANS LA MESURE OU NOUS NOUS N'AVONS PLUS D'ACTIVITE DE PRODUCTION, EUH BON JE NE PENSE PAS QUE CECI NOUS CONCERNE. VOILA, IL N'Y A PLUS DE PRODUCTION.

Strategies	Mitigators	Adjuncts
Refer to appropriateness JE VAIS VOUS AIGUILLER SUR...	Receipt D'ACCORD Starter (2) ALORS ECOUTEZ State uncertainty JE PENSE	Explanation: appropri. JE SUIS GESTION Refer to 3rd party(direct) JE VAIS VOUS AIGUILLER SUR...
Refer to ability SI JE SUIS EN MESURE DE VOUS REPONDRE	Adverbial ACTUELLEMENT State uncertainty JE NE SAIS PAS	
Refer to specific readiness JE SUIS ENCORE TRES, TRES OCCUPE A L'INSTANT...	Receipt AH OUI Starter BIEN Upgrader (2) TRES, TRES	Broach issue IL SE TROUVE QUE
Refer to appropriateness J'ESSAIE DE VOUS PASSER UNE PERSONNE	Receipt OUI	Request to hold NE QUITTEZ PAS Repeater NE QUITTEZ PAS
Refer to ability JE NE SUIS PAS DU TOUT SPECIALISTE LA	Receipt HOLA Appealer (2) HEIN HEIN Upgrader DU TOUT	Repeat JE CONNAIS PAS DU TOUT CA Explanation: apropr. JE SUIS A L'INFORMATIQUE MAIS JE...
Refer to appropriateness ON N'A PAS CE GENRE DE PRODUITS	Receipt OUI	
Refer to appropriateness CE N'EST PAS DU TOUT MOI	Starter (4) ATTENDEZ BON ALORS ATTENDEZ Upgrader DU TOUT Uncertainty JE NE VOIS PAS TROP Appealer HEIN	Refer to 3rd party(direct) JE VAIS ESSAYER DE VOUS TRANSFERER SUR LE RESPONSABLE... Explanation: appropri. IL N'Y A PAS DE RESPONSABLE DE I.
Refer to appropriateness NOUS N'AVONS PLUS D'ACTIVITE DE PRODUCTION	Receipt OUI State uncertainty JE NE PENSE PAS Appealer (2) SI VOUS VOULEZ VOILA	Explanation: appropri. DANS LA MESURE OU NOUS N'AVONS PLUS D'ACTIVITE Repeater IL N'Y A PLUS DE PRODUCTION

24. EUH NON, C'EST PARCE QUE... DISONS QUE C'EST PAS MOI QU'IL FAUT INTERROGER SUR CE SUJET. OUI. VOUS APPELEZ PLUTOT MONSIEUR X

25. ECOUTEZ, EN CE QUI ME CONCERNE, MA FONCTION EST CHEF DE FABRICATION, ET JE...BIEN SUR DONC J'AI A M'OCCUPER DES QUESTIONS QUI CONCERNENT LE COURT TERME DE LA PRODUCTION, MAIS JE NE SUIS PAS AU DERNIER CARRAT DE LA TECHNIQUE POUR TOUT CE QUI EST DES AUTOMATISMES ET DES CAPTEURS. DONC IL FAUDRAIT QUE VOUS, QUE VOUS VOUS ORIENTIEZ VERS QUELQU'UN QUI CONNAIT MIEUX LA PARTIE. ALORS, ATTENDEZ UN INSTANT, HEIN, QUE JE VOIS QUI EST LE MIEUX PLACE POUR VOUS Y REPONDRE.

26. EUH.. JE PREFERERAIS UNE AUTRE FOIS, SI TOUTEFOIS VOTRE ENQUETE EUH... PEUT ATTENDRE A CE MOMENT LA, PARCE QUE LA JE SUIS SUR DEUX RAPPORTS, EUH..., A FINIR TRES VITE, ET JE PREFERERAIS EFFECTIVEMENT PRENDRE UN PEU PLUS LE TEMPS DE VOUS REPONDRE, SI VOUS VOULEZ, UNE AUTRE FOIS. ALORS LES AUTRES FOIS, CA SERAIT QUAND MEME PAS TOUT DE SUITE TOUT DE SUITE, ATTENDEZ... EUH, CA SERAIT, EUH... CA POURRAIT ETRE VENDREDI LA SEMAINE PROCHAINE.

27. OUI, A PART QUE JE NE SUIS PAS COMPETENT EN CAPTEURS ET PARCE QUE L'INFORMATIQUE INDUSTRIELLE EST DU RESSORT DE LA PRODUCTION.

28. AH LA, VOUS ETES AIGUILLE SUR LA MAUVAISE PERSONNE HEIN... NE QUITTEZ PAS, HEIN...

29. OUI MAIS ALORS, ON N'A RIEN DE TOUT CA, NOUS.
NON. NON, ON N'A RIEN ENCORE. NON.

30. OH, JE NE SUIS PAS TRES, EUH... SPECIALISE DANS CE DOMAINE.

31. AH, MOI JE SUIS PAS SPECIALEMENT AU COURANT, VOUS VOULIEZ PARLER A QUELQU'UN EN PARTICULIER?

Strategies	Mitigators	Adjuncts
Direct yes/no NON	Starter OUI	Refer to 3rd party (command) VOUS APPELEZ PLUTOT MONSIEUR X Explanation: appropri. C'EST PAS MOI QU'IL FAUT INTERROGER...
Refer to ability JE NE SUIS PAS AU DERNIER CARRAT DE LA TECHNIQUE	Starter (3) ECOUTEZ ALORS ATTENDEZ UN INSTANT Conditional IL FAUDRAIT	Broach EN CE QUI ME CONCERNE Explanation: appropri. MA FONCTION EST CHEF DE FABRICATION Refer to 3rd party (suggestion) IL FAUDRAIT QUE VOUS VOUS ORIENTIEZ VERS QUELQU'UN QUE JE VOIS QUI EST LE MIEUX PLACE...
Refer to specific readiness JE PREFERERAI UNE AUTRE FOIS	Conditional PREFERERAI Adverbial EFFECTIVEMENT Appealer SI VOUS VOULEZ	Explanation: readiness JE SUIS SUR DEUX RAPPORTS Repeater PREFERERAI Give alternative (suggestion) JE PREFERERAI PRENDRE UN PEU PLUS LE TEMPS DE VOUS REPENDRE UNE AUTRE FOIS
Refer to ability JE NE SUIS PAS COMPETENT	Receipt OUI	Explanation: appropri. PARCE QUE L'INFORMATIQUE EST DU RESSORT DE LA PRODUCTION
Refer to appropriateness VOUS ETES AIGUILLE SUR LA MAUVAISE PERSONNE	Starter LA Appealer HEIN	Request to hold NE QUITTEZ PAS
Refer to appropriateness ON N'A RIEN DE TOUT CA	Receipt OUI Starter ALORS LA	Repeater (4) NON NON NON ON N'A RIEN ENCORE
Refer to ability JE NE SUIS PAS TRES SPECIALISE	Understater TRES Receipt OH	
Refer to ability JE SUIS PAS AU COURANT	Understater SPECIALEMENT	Offer alternative VOUS VOULIEZ PARLER A QUELQU'UN EN PARTICULIER

-
32. ATTENDEZ, PARCE QU'EN FAIT, C'EST PAS MOI LA PERSONNE A QUI IL FAUT DEMANDER. JE SUIS SEUL EN CE MOMENT DANS LE, DANS LE BUREAU. BIEN JE VAIS RELEVER CE QUE VOUS ALLEZ ME DIRE, ATTENDEZ JE VAIS PRENDRE UN CRAYON, ET JE DONNERAI DONC A UNE PERSONNE QUALIFIEE.
-
33. ATTENDEZ, PARCE QUE LA JE SUIS, EUH..., JE VAIS VOUS PASSER LE RESPONSABLE.
-
34. EUH... JE CROIS QUE JE NE SUIS PAS TRES QUALIFIE POUR, POUR REPONDRE A VOS QUESTIONS, LA...IL FAUDRAIT QUE VOUS VOYEZ MONSIEUR X, MAIS MONSIEUR X N'EST PAS LA CE MATIN.
-
35. EUH..., CA ME GENE, PARCE QUE JE SUIS EN REUNION LA MONSIEUR. ALORS, JE PEUX DIFFICILEMENT VOUS REPONDRE.
-
36. OUI, MAIS ON EST PAS UTILISATEUR HEIN.
-
37. O.K... JE VAIS VOUS METTRE A L'AISE TOUT DE SUITE, JE NE REPONDS A AUCUNE ENQUETE PAR TELEPHONE. VOILA.
-
38. AH, LA, ON A DU VOUS MAL ORIENTER, LA. VOUS ETES PAS AU BON POSTE, HEIN. OUI, NE QUITTEZ PAS, LA, HEIN.
-
39. OH, BAH C'EST PAS TELLEMENT MON DOMAINE, HEIN. VOUS ETES...VOUS... C'EST PAS LA BONNE PERSONNE, A MON AVIS.
-
40. ATTENDEZ, HEIN. JE NE SUIS PAS LE CLIENT. JE VAIS L'APPELER, HEIN.
-
41. BEN, C'EST DIRECTEMENT APPLIQUE A L'INDUSTRIE? AU NIVEAU DE LA PRODUCTION?
(REPONSE)
AH BAH, ON N'A... ON N'A PAS CA, NOUS. NON LA VOUS ETES AU SIEGE IL FAUDRAIT VOUS ATTENDEZ JE VAIS VOUS DONNER UN NUMERO, VOUS POURREZ, EUH...

Strategies	Mitigators	Adjuncts
Refer to appropriateness C'EST PAS MOI LA PERSONNE	Starter ATTENDEZ Adverbial EN FAIT	Refer to 3rd party (direct) JE DONNERAI DONC A UNE PERSONNE QUALIFIEE
Refer to appropriateness JE SUIS	Starter ATTENDEZ	Explanation PARCE QUE LA... Refer to 3rd party (direct) JE VAIS VOUS PASSER LE RESPONSABLE
Refer to ability JE NE SUIS PAS TRES QUALIFIE	Uncertainty JE CROIS Conditional IL FAUDRAIT	Refer to 3rd party (suggestion) ... QUE VOUS VOYEZ MONSIEUR X.
Refer to willingness CA ME GENE	Starter ALORS Downtoner DIFFICILEMENT	Explanation: readiness PARCE QUE JE SUIS EN REUNION
Refer to appropriateness ON N'EST PAS UTILISATEUR	Receipt OUI Appealer HEIN	
Refer to willingness JE NE REPONDS A AUCUNE ENQUETE PAR TELEPHONE	Emphasizer VOILA	JE VAIS VOUS METTRE A L'AISE TOUT DE SUITE
Refer to appropriateness ON A DU VOUS MAL ORIENTER	Starter AH LA Appealer (2) HEIN HEIN	Repeater VOUS ETES PAS AU BON POSTE
Refer to appropriateness C'EST PAS TELLEMENT MON DOMAINE	Receipt OH BAH Downtoner A MON AVIS Understater TELLEMENT	Repeater C'EST PAS LA BONNE PERSONNE
Refer to appropriateness JE NE SUIS PAS LE CLIENT	Starter ATTENDEZ Appealer (2) HEIN HEIN	Refer to 3rd party Direct JE VAIS L'APPELER
Refer to appropriateness ON N'A PAS CA, NOUS	Receipt AH BAH Starter ATTENDEZ Conditional IL FAUDRAIT	Specifier question C'EST DIRECTEMENT APPLIQUE A L'INDUSTRIE? Refer to 3rd party (decl.) JE VAIS VOUS DONNER UN NUMERO

42. AH, MAIS C'EST PAS MOI QU'IL FAUT VOIR. IL FAUDRAIT VOIR
M. X, M. X QUI EST LE DIRECTEUR DE LA..., LE DIRECTEUR
TECHNIQUE, ET IL N'EST PAS LA AUJOURD'HUI.
DONC IL FAUDRAIT LE RAPPELER DEMAIN.

43. AH BAH PAS TOUT DE SUITE, LA HEIN. JE SUIS EN REUNION LA.
OUI.

44. BAH ECOUTEZ JE SUIS EN REUNION, LA HEIN.

45. ECOUTEZ, JE CROIS QUE C'EST VRAIMENT INUTILE, PARCE QUE, DE
TOUTE FACON, ON N'A AUCUN APPAREIL DE TOUT CE QUE VOUS VENEZ
DE ME DIRE, LA HEIN. ON N'A AUCUNE INFORMATIQUE INDUSTRIELLE,
IL N'Y A PAS DE CAPTEURS, NI DE QUOI QUE CE SOIT DE CE
GENRE. ON N'A QUE DE L'INFORMATIQUE DE GESTION.

46. OUI, MAIS ALORS, C'EST VRAIMENT PAS A MOI QU'IL FAUDRAIT LES
POSER, PARCE QUE LA VOUS ETES AU SEIN DE L'INFORMATIQUE,
EUH..., QUI N'EST PAS UNE INFORMATIQUE TECHNIQUE, EN FAIT,
HEIN. C'EST L'INFORMATIQUE DE GESTION.

47. BAH, ECOUTEZ A PRIORI JE NE VOIS PAS EN QUOI JE PEUX VOUS
RENSEIGNER, C'EST POUR CA...
QUI EST-CE QUI VOUS A DONNE MON NOM?

48. BAH, ECOUTEZ, EUH... JE VAIS ETRE UN PETIT PEU ENNUYE POUR
VOUS REPONDRE, PARCE QUE D'ABORD AU TELEPHONE C'EST PAS TRES
TRES FACILE.

Strategies	Mitigators	Adjuncts
Refer to appropriateness C'EST PAS MOI QU'IL FAUT VOIR	Conditional IL FAUDRAIT	Refer to 3rd party (suggestion) IL FAUDRAIT VOIR MONSIEUR X.
Refer to readiness PAS TOUT DE SUITE	Receipt AH BAH Appealer HEIN	Explanation: readiness JE SUIS EN REUNION
Refer to readiness JE SUIS EN REUNION	Starter ECOUTEZ Appealer HEIN	
Refer to appropriateness C'EST VRAIMENT INUTILE	Starter ECOUTEZ Uncertainty JE CROIS Upgrader VRAIMENT	Explanation: appropri. ON N'A AUCUN APPAREIL...
Refer to appropriateness C'EST PAS A MOI QU'IL FAUDRAIT LES POSER	Receipt OUI Starter ALORS Upgrader VRAIMENT Conditional FAUDRAIT	Explanation: appropri. PARCE QUE VOUS ETES AU SEIN DE L'INFORMATIQUE
Refer to ability JE NE VOIS PAS EN QUOI JE PEUX VOUS RENSEIGNER	Starter ECOUTEZ Uncertainty JE NE VOIS PAS Adverbial A PRIORI	Question QUI EST-CE QUI VOUS A DONNE MON NOM?
Refer to willingness JE VAIS ETRE UN PETIT PEU ENNUYE POUR VOUS REPONDRE	Starter ECOUTEZ Understater (2) UN PETIT PEU PAS TRES TRES FACILE	Explanation: willingness PARCE QUE D'ABORD AU TELEPHONE C'EST PAS TRES TRES FACILE

Country: *Germany*

Stimulus: *Request to interview*

Realisation: *Guten Tag. Mein Name ist von der Firma XYZ Consulting. Wir machen eine Studie über..... Kann ich Ihnen einige Frage stellen?*

Responses: Group A - Refuse request

1. NEIN DA BIN ICH NICHT ZUSTÄNDIG

2. NEIN AUF KEINEN FALL AM TELEFON ÜBERHAUPT NICHT

3. NEIN

4. HABEN WIR NICHTS DAMIT ZU TUN MIT DEM THEMA

5. AH IM MOMENT IST ES AUSGESPROCHEN UNGLÜCKLICH WEIL ICH IN EINER
BESPRECHUNG SITZE
(OH JA)
KÖNNEN SIE MICH ÜBERLEGE MAL GERADE VIELLEICHT SO IN EINER
HALBEN STUNDE NOCH MAL ANRUFEN

6. BEI MIR SCHON GAR NICHT WEIL ICH GANZ NEU BIN

7. OH DANN SIND SIE BEI MIR VOLLKOMMEN FALSCH JETZT PASSEN SIE
AUF ICH GEBE IHNEN EINE ANDERE NUMMER DAS WÄRE DER HERR X

8. UMM DANN WÜRD E ICH MAL FAST SAGEN DA SIND SIE BEI UNS AN DER
FALSCHEN STELLE ABER GEBEN SIE MAL BITTE IHREN NAMEN

9. NEIN NICHT AM TELEFON SCHICKEN SIE MAL BITTE EIN FRAGEBOGEN ZU
ODER KOMMEN SIE PERSÖNLICH VORBEI

Strategies

Mitigators

Adjuncts

Direct refusal
NEIN

Explanation: approp.
DA BIN ICH NICHT
ZUSTÄNDIG

Direct refusal
NEIN

Upgrader (2)
AUF KEINEN FALL
ÜBERHAUPT NICHT

Specifier
AM TELEFON

Direct refusal
NEIN

Refer to appropriateness
HABEN WIR NICHTS ZU TUN
MIT DEM THEMA

Refer to specific readiness
IM MOMENT IST ES
UNGLÜCKLICH

Upgrader
AUSGESPROCHEN
Downtoner
VIELLEICHT

Explanation: readiness
WEIL ICH IN EINER
BESPRECHUNG SITZE
Give alternative: offer
KÖNNEN SIE MICH...
IN EINER HALBEN STUNDE
ANRUFEN

Adverbial
BEI MIR SCHON GAR NICHT

Upgrader
GAR

Explanation: ability
WEIL ICH GANZ NEU BIN

Refer to appropriateness
SIND SIE BEI MIR VOLLKOMMEN
FALSCH

Starter
PASSEN SIE AUF
Upgrader
VOLLKOMMEN
Conditional
DAS WÄRE

Refer to 3rd party
(suggestion)
ICH GEBE IHNEN EINE
ANDERE NUMMER

Refer to appropriateness
SIND SIE BEI UNS AN DER
FALSCHEN STELLE

Conditional
WÜRD EICH MAL SAGEN
Understater
FAST

Give alternative (command)
GEBEN SIE MAL BITTE IHREN
NAMEN

Direct refusal
NEIN

Specifier
NICHT AM TELEFON
Give alternative (command)
SCHICKEN SIE MAL BITTE
EINEN FRAGEBOGEN

10. NEIN LEIDER NICHT ICH BIN GERADE IN EINER WICHTIGEN
BESPRECHUNG HIER VIELLEICHT KÖNNEN SIE HEUTE NACHMITTAG
NOCHMAL ANRUFEN

11. SCHAUEN SIE MAL DA MACHEN OFFENSICHTLICH VIELE STUDIEN ZU
ÄHNLICHEN THEMEN BIN ICH MINDESTENS IM LETZTEN JAHR ZWEI MAL
BEFRAGT WORDEN

12. GRUNDSÄTZLICHERWEISE SIND SIE DA ETWAS FALSCH VERBUNDEN DA
MÜSSEN SIE MIT DER TECHNIK

13. JA KÖNNEN SIE MICH BITTE HEUT NACHMITTAG ANRUFEN ICH BIN JETZT
IN EINER BESPRECHUNG

14. JETZT AM TELEFON JA ICH BIN IN DREI ABENDE EIN BISSERL UNTER
TERMINDRUCK

15. NEIN IM AUGENBLICK NICHT ICH BIN IN EINER BESPRECHUNG AUCH
DIESER WOCHE ICH BIN ZWAR IM HAUSE ABER ICH BIN DA VOLL
BELEGT ICH KANN IM MOMENT NICHT WEITERHELFFEN MÜSSEN SIE
NÄCHSTE WOCHE NOCHMAL ANRUFEN

16. DA WÄRE ES MIR EIGENTLICH LIEBER WEN SIE DEN HERRN X SPRECHEN
WÜRDEN

17. DIE SENSOREN, AKTOREN UND
(FRAGE WIEDERHOLT)
JA... JA. WIE LANGE WIRD DAS DAUERN?
(ANTWORT)
EM... ICH BIN GERADE IN EINER BESPRECHUNG, KÖNNEN SIE, EMM,
ICH WEISS NICHT, IN 1/4 STUNDE WIEDER ANRUFEN? O.K.

18. IM MOMENT PASST ES MIR LEIDER NICHT

19. NA DA BIN ICH ALSO WENIG KOMPETENT DA MÜSSEN S MIT DEM
HERRN X REDEN DER WÄRE AM DIENSTAG WIEDER DA

Strategies	Mitigators	Adjuncts
Direct refusal NEIN	Upgrader WICHTIGEN Downtoner VIELLEICHT Adverbial LEIDER NICHT	Explanation: readiness ICH BIN GERADE IN EINER WICHTIGEN BESPRECHUNG Give alternative (request) KÖNNEN SIE HEUTE NACHMITTAG NOCHMAL ANRUFEN
Refer to willingness BIN ICH MINDESTENS IM LETZTEN JAHR ZWEIMAL BEFRAGT WORDEN	Starter SCHAUEN SIE MAL	
Refer to appropriateness SIND SIE DA ETWAS FALSCH VERBUNDEN	Upgrader GRUNDSÄTZLICHERWEISE Downtoner ETWAS	Give alternative (command) DA MÜSSEN SIE MIT DER TECHNIK
Refer to specific readiness ICH BIN JETZT IN EINER BESPRECHUNG	Receipt JA	Give alternative (request) KÖNNEN SIE MICH HEUTE NACHMITTAG ANRUFEN
Refer to specific readiness ICH BIN IN DREI ABENDE EIN BISSERL UNTER TERMINDRUCK	Receipt JA Understater EIN BISSERL	Specifier question JETZT AM TELEFON
Direct refusal NEIN	Adverbial IM AUGENBLICK NICHT	Explanation: readiness ICH BIN IN EINER BESPRECHUNG Repeater ICH KANN IM MOMENT NICHT WEITERHELFFEN Give alternative (command) MÜSSEN SIE NÄCHSTE WOCHE NOCHMAL ANRUFEN
Refer to appropriateness WENN SIE DEN HERRN X SPRECHEN WÜRDEN	Conditional WÄRE ES MIR LIEBER Adverbial EIGENTLICH	
Refer to specific readiness ICH BIN GERADE IN EINER BESPRECHUNG	Receipt (2) JA JA Appealer O.K. Uncertainty ICH WEISS NICHT	Specifier question WIE LANGE WIRD DAS DAUERN Give alternative (request) KÖNNEN SIE IN EINER VIERTEL STUNDE ANRUFEN
Refer to specific readiness IM MOMENT PASST ES MIR... NICHT	Adverbial LEIDER	
Refer to ability DA BIN ICH ALSO WENIG KOMPETENT	Receipt NA	Give alternative (command) MÜSSEN SIE MIT DEM HERRN X REDEN

20. MA LIEBER NICHT ICH HABE KEINE ZEIT

21. NEE DA SIND SIE ABER BEI MIR VERKEHRT

22. UMMMM EIGENTLICH NICHT

23. DA BIN ICH WAHRSCHEINLICH ÜBERFRAGT

24. IST GANZ SCHLECHT IM MOMENT GANZ SCHLECHT WEIL ICH HABE DA
EINIGE LEUTE UM MICH STEHEN BIN GERADE BEI EINER UND DA
SIEHTS NATÜRLICH SCHLECHT

25. NEE
(OH)
DA FRAGEN SIE UNSERE ORGANISATIONSABTEILUNG DIE FRAU X
DIE KANN IHNEN DA AUSKUNFT GEBEN

26. NEE KÖNNEN SIE JETZT NICHT ICH HABE BESUCH HIER

27. JA DA BIN ICH ABER NICHT GELÄNDEGÄNGIG

28. OH DA SANS BEI MIR NET GANZ RICHTIG MEI ICH BIN ZWAR FÜR DIE
FERTIGUNG MITVERANTWORTLICH ABER FÜR DEN GEWERBLICHEN TEIL
IHNEN GEHTS DARUM INWIEWEIT SENSOREN MIT COMPUTER UND SO
ARBEITEN UND SO

29. NEIN NEIN DA HABEN WIR GAR KEINE ZEIT DAZU

30. DA LIEGEN SIE FAST FALSCH
(JA)
DA SIND WIR SOWIESO WIR ARBEITEN IM KONKURS

Strategies	Mitigators	Adjuncts
Direct refusal NICHT	Downtoner LIEBER Receipt MA	Explanation: readiness ICH HABE KEINE ZEIT
Direct refusal NEE		Explanation: appropri. DA SIND SIE ABER BEI MIR VERKEHRT
Direct refusal NICHT	Adverbial EIGENTLICH	
Refer to ability DA BIN ICH ÜBERFRAGT	Downtoner WAHRSCHEINLICH	
Refer to specific readiness IST GANZ SCHLECHT	Upgrader (2) NATÜRLICH GANZ	Explanation: readiness ICH HABE EINIGE LEUTE UM MICH STEHEN Repeater IM MOMENT GANZ SCHLECHT
Direct refusal NEE		Give alternative (command) FRAGEN SIE UNSERE ORGANISATIONSBTEILUNG DIE FRAU X DIE KANN IHNEN AUSKUNFT GEBEN
Direct refusal NEE		Repeater KÖNNEN SIE JETZT NICHT Explanation: readiness ICH HABE BESUCH HIER
Refer to ability BIN ICH ABER NICHT GELÄNDEGÄNGIG	Receipt JA	
Refer to appropriateness DA SANS BEI MIR NET GANZ RICHTIG	Receipt OH Understater GANZ	Explanation: appropri. ICH BIN ZWAR...
Direct refusal NEIN	Upgrader GAR	Repeater NEIN Explanation: readiness HABEN WIR GAR KEINE ZEIT DAZU
Refer to appropriateness DA LIEGEN SIE FAST FALSCH	Understater FAST Upgrader SOWIESO	Explanation: appropri. WIR ARBEITEN IM KONKURS

31. OH SIE IM MOMENT NICHT ICH BIN GERADE MIT EINEM GESPRÄCH
GENOMMEN

32. JA HM WEIß NICHT OB SIE MIR AN DER RICHTIGEN ADRESSE SIND

33. OH GOTT NEE HABEN WIR KEINE AHNUNG DAVON

34. JA, SO AM TELEFON KANN ICH DAS ALSO SO OHNE WEITERES NICHT
MACHEN, ÄH...DAS, ÄH... KANN ICH... ICH MEINE REIN PRAKTISCH
SCHON, ABER REIN FORMAL GESEHEN, IST ES... KANN ICH DAS SO
OHNE WEITERES NICHT MACHEN. ICH MEINE, ÄH WAS IST DER HINTERGRUND
ODER WIE WIE KOMMEN SIE ZU MIR, ZU MEINEM NAMEN, ODER...?
(ANTWORT)
SIE SIND EINE, NOCHMAL, SIE SIND EINE FIRMA, DIE EINE
UMFRAGE STARTET JETZT, ODER EINE GESELLSCHAFT ODER?
(ANTWORT)
ALSO DA WÜRD E ICH SIE BITTEN, DAS ALSO DANN DOCH... SAGEN
WIR MAL OFFIZIELLER ANZUTRETEN, WENN ES ALSO IN DEM
RAHMEN EINES ENTSPRECHENDEN SCHREIBENS ODER SO...

35. ALSO IM MOMENT GAR NICHT, ICH HABE DA KEINE ZEIT. DAS TUT MIR
LEID. SPÄTER VIELLEICHT SCHON MAL...SPÄT NACHMITTAG.

Strategies	Mitigators	Adjuncts
Refer to specific readiness IM MOMENT NICHT	Appealer SIE Receipt OH	Explanation: readiness ICH BIN GERADE MIT EINEM GESPRÄCH GENOMMEN
Refer to appropriateness WEISS NICHT OB SIE AN DER RICHTIGEN ADRESSE SIND	Receipt JA Uncertainty WEISS NICHT	
Direct refusal NEE	Receipt OH GOTT	Explanation: ability HABEN WIR KEINE AHNUNG DAVON
Refer to willingness KANN ICH DAS SO OHNE WEITERES NICHT MACHEN	Cajoler (2) ICH MEINE ICH MEINE Downtoner OHNE WEITERES Conditional WÜRDE ICH SIE BITTEN	Repeater OHNE WEITERES NICHT MACHEN Specifier question (3) WAS IST DER HINTERGRUND WIE KOMMEN SIE ZU MIR SIND SIE EINE FIRMA Give alternative (request) WÜRDE ICH SIE BITTEN... IN DEM RAHMEN EINES ENTSPRECHENDEN SCHREIBENS
Direct adverbial IM MOMENT GAR NICHT	Upgrader GAR Starter ALSO Apology DAS TUT MIR LEID Adverbial IM MOMENT	Explanation: readiness ICH HABE KEINE ZEIT Give alternative (suggest) SPÄTER VIELLEICHT

Country: *England*

Stimulus: *Value question*

Realisation: *How many projects do you have, on average, per year?*

1. MM... NOT MANY. UH, IT'S VERY DIFFICULT TO, TO...TO DO THAT.
UH, WE'VE GOT A LARGE PROJECT COMING OFF, MM... SHORTLY SO...
(YOU'VE GOT ONE BIG ONE)
YEAH. OVER THE NEXT 12 MONTHS.
BASICALLY A SMALL NUMBER (5 OR 6) YEAH, LESS THAN 10.

2. YOU'RE TALKING ABOUT AUTOMATION PROJECTS, ARE YOU? LET ME
THINK. WE HAVE, MM... WE HAVE SEVERAL SMALLEST ONES WHERE
E.G. WE WOULD BE DOING SOMETHING ON REVENUE WITHOUT
EXPLAINING TO THE BOARD WHAT WE'RE REALLY DOING.

3. OH, ABOUT 4 OR 5 I'D SAY.

4. NOW WHY AM I TO GIVE YOU THIS INFORMATION, S. ?
IS IT GONNA BE FOLLOWED UP WITH SALES?
(REPEATS QUESTION)
ABOUT 15.

5. IT VARIES TREMENDOUSLY.. MM.. 10.

6. DIFFICULT TO SAY.
(JUST ON AVERAGE FIGURE)
I MEAN, ARE YOU TALKING ABOUT L 10 PROJECTS, 100 L PROJECTS,
OR 100 THOUSAND L PROJECTS? IT'S DIFFICULT TO SAY, ISN'T IT?

7. UH, OF THAT TYPE? IT'S DIFFICULT TO SAY, YOU KNOW, IT DEPENDS
ON THE, YOU KNOW..., WHAT THE ACTUAL PROJECT IS.

8. IN THAT AREA? I'D SAY ABOUT 3 OR 4 MAJOR PROJECTS.

9. ER WHAT DO YOU MEAN BY PROJECTS?

10. WHEN YOU SAY CABLES WHAT DO YOU MEAN BY CABLES?

Strategies

Mitigators

Adjuncts

Qualitative A SMALL NUMBER	Adverbial BASICALLY	Express difficulty IT'S DIFFICULT TO DO THAT Example WE'VE GOT A LARGE PROJECT COMING OFF
Qualitative SEVERAL		Specifier question YOU'RE TALKING ABOUT A. PROJECTS, ARE YOU? Example WE WOULD BE DOING SOMETHING ON REVENUE
Range FOUR OR FIVE	Receipt OH Understater ABOUT Conditional I'D SAY	
Number 15	Understater ABOUT	Query reason for question NOW WHY AM I TO GIVE YOU THIS INFORMATION IS IT GONNA BE FOLLOWED UP BY SALES
Number 10	Upgrader TREMENDOUSLY	Qualifier IT VARIES
Express difficulty DIFFICULT TO SAY	Appealer ISN'T IT Cajoler I MEAN	Specifier question ARE YOU TALKING ABOUT... Repeater IT'S DIFFICULT TO SAY
Express difficulty DIFFICULT TO SAY	Cajoler YOU KNOW	Specifier question OF THAT TYPE? Qualifier IT DEPENDS
Range 3 OR 4	Conditional I'D SAY	Specifier question IN THAT AREA?
Request more information WHAT DO YOU MEAN BY PROJECTS?		
Request more information WHAT DO YOU MEAN BY CABLES?		

11. UH THAT THAT THAT'S A MUCH MORE DIFFICULT QUESTION AND BECAUSE COMPANIES IN THE GROUP DO THEIR OWN PROJECTS BUT WORLDWIDE IT'S PROBABLY SOMETHING LIKE UHH ABOUT TEN.

12. WELL ON THIS SORT OF THING WE DON'T PARTICULARLY HAVE ANY PROJECTS GOING AT THE MOMENT. IF ANYTHING BECAME ECONOMIC .. WELL WE WOULD CONSIDER THEM.

13. WELL, AS IS, IT'S DIFFICULT TO SAY BUT ITS AN ONGOING PROJECT REALLY. IF YOU QUANTIFIED IT IN PROJECTS PROBABLY TWO PER YEAR, TWO FAIRLY LARGE PROJECTS PER YEAR.

14. OH DEPENDS YOUR'RE TALKING ABOUT BIG PROJECTS OR LITTLE PROJECTS - OR YOU'RE TALKING ABOUT EVERYTHING.
(BOTH)
OH I MEAN THAT'S VERY DIFFICULT TO DEFINE BUT I MEAN BIG PROJECTS A YEAR ARE PROBABLY 2 OR 3 THAT IS INVOLVING A MILLION POUNDS OR MORE AND SOME SMALL PROJECTS, I MEAN COULD BE EH LONG AS A PIECE OF STRING.... DEPENDS HOW SMALL YOU WANT TO GO.

15. NONE. I COULDN'T ANSWER THAT REALLY IN SIMPLE TERMS BECAUSE THERE'S A BIT OF THAT IN MOST PROJECTS. MOST PROJECTS INVOLVE A BIT OF DETECTION AND CONTROL OF SOME SORT.

16. WELL, MAJOR PROJECTS?
(MAJOR OR SMALL)
WELL, I WOULD THINK FOR WHAT YOU'RE SAYING WE DON'T HAVE THEM ONLY ONCE EVERY 5 YEARS. FIVE ONCE EVERY 5 YEARS. WE WOULDN'T, YOU KNOW, WE WOULD ONLY CHANGE ANYTHING OVER WHAT WE'D SAY IS A MAJOR PROJECT. THERE'S A PILE OF PROJECTS WE DON'T DO ANY CHANGES OF THAT NATURE.

17. YOU KNOW YOU'RE GIVING THESE SORT OF REALLY DIFFICULT QUESTIONS. I MEAN WHAT DO YOU CALL A PROJECT FOR A START? I MEAN YOU COULD SAY A 100 OR DOUBLE THE COMPANY IN TERMS OF NEW PROJECTS OR NEW PRODUCTS ... THEN YEAH, YOU COULD PROBABLY BE TALKING ABOUT 4 OR 5. BUT YOU KNOW, YOU GET A THAT'S A VERY VAGUE SORT OF QUESTION.

Strategies	Mitigators	Adjuncts
Number 10	Understater (3) PROBABLY ABOUT SOMETHING LIKE	Express difficulty THAT'S A MUCH MORE DIFFICULT QUESTION Explanation BECAUSE COMPANIES...
Number DON'T HAVE ANY	Adverbial PARTICULARLY Starter WELL	Qualifier AT THE MOMENT
Number 2	Starter WELL Embedded if-clause IF YOU QUANTIFIED IT Understater PROBABLY Adverbial REALLY	Express difficulty IT'S DIFFICULT TO SAY Refiner FAIRLY LARGE PROJECTS
Range + Qualitative 2 OR 3 SOME	Cajoler (2) I MEAN Understater PROBABLY Conditional COULD BE Upgrader VERY	Qualifier DEPENDS Specifier question YOU'RE TALKING ABOUT BIG PROJECTS OR LITTLE PROJECTS? Express difficulty THAT'S VERY DIFFICULT TO DEFINE
Rejection I COULDN'T ANSWER THAT	Conditional COULDN'T Adverbial (2) REALLY IN SIMPLE TERMS	Explanation BECAUSE THERE'S A BIT OF THAT IN MOST PROJECTS
Number ONCE EVERY 5 YEARS	Starter (2) WELL Conditional WOULD Uncertainty I WOULD THINK Cajoler YOU KNOW	Specifier question MAJOR PROJECTS? Refiner FOR WHAT YOU'RE SAYING Explanation WE WOULD ONLY CHANGE ANYTHING OVER...
Range A HUNDRED OR DOUBLE 4 OR 5	Cajoler (2) YOU KNOW Conditional (2) YOU COULD SAY YOU COULD... BE TALKING ABOUT... Understater PROBABLY Upgrader (2) REALLY VERY	Express difficulty YOU'RE GIVING THESE SORT OF REALLY DIFFICULT QUESTIONS Repeater THAT'S A VERY VAGUE SORT OF QUESTION

18. OF WHAT?

(OF X AND Y AND MACHINES LIKE THAT)

NOTHING

19. UM WHAT SORT OF PROJECT ARE YOU REFERRING TO SORT OF?

(PUTTING IN NEW X AND Y)

UH WELL MACHINERY I WOULD GUESS PROBABLY IS 2 OR 3 A YEAR.

AHM COMPUTER TYPE AHM TELECOMMUNICATIONS TYPE SYSTEMS PROBABLY
IS ONE EVERY 3 YEARS.

20. YES, I MEAN, IT DOES VARY UH ALSO ON THE SIZE. UH LARGER
ONES WHICH WOULD PROBABLY BE OF MORE INTEREST IN THE SORT OF
AREAS I THINK YOU'RE TALKING ABOUT.

(IT CAN BE LARGE OR SMALL)

TEN'S OF I WOULD SAY IN TOTAL.

21. UNCOUNTED. I HAVE NO IDEA. WE'RE BUILDING A COMPLETELY NEW X

22. WELL, LARGEST PROJECTS WE WOULD SAY BETWEEN 4 AND 6 I'D THOUGHT

23. WELL.....???

UM I HONESTLY DON'T KNOW. IT DEPENDS ON WHAT YOU CALL A
PROJECT UM JUST GET

(INSTALLATION OF HOW MANY SORT OF X TYPE THINGS PER YEAR)
A BIT DIFFICULT SIMPLY BECAUSE WE'RE DEALING WITH WHEN YOU
CAN CONSIDER ONE PROJECT AS ONE THIRD OR ONE PROJECT AS ONE
FOUR HALVES.

24. UM HALF A DOZEN

25. OH, WHEN YOU SAY PROJECTS, WHAT DO YOU MEAN? DO YOU MEAN
SORT OF RELAYED PROJECTS?

(YES)

THAT'S A VERY ? QUESTION TO ANSWER.

Strategies	Mitigators	Adjuncts
Number NOTHING		Specifier question OF WHAT?
Range 2 OR 3	Starter WELL Conditional WOULD Uncertainty I WOULD GUESS Understater (2) PROBABLY	Specifier question WHAT SORT OF PROJECT ARE YOU REFERRING TO? Refiner COMPUTER TYPE...SYSTEMS
Range TENS	Receipt YES Cajoler I MEAN Upgrader DOES Adverbial PROBABLY Conditional (2) WOULD BE I WOULD SAY Uncertainty I THINK YOU'RE TALKING ABOUT	Qualifier IT DOES VARY Refiner LARGER ONES WHICH WOULD PROBABLY BE OF MORE INTEREST
Don't know I HAVE NO IDEA	Upgrader NO IDEA	Example WE'RE BUILDING A COMPLETELY NEW...
Range BETWEEN 4 AND 6	Starter WELL Conditional (2) WE WOULD SAY I'D Uncertainty I'D THOUGHT	Refiner LARGEST PROJECTS
Don't know DON'T KNOW	Starter WELL Understater A BIT Upgrader SIMPLY	Qualifier IT DEPENDS Express difficulty A BIT DIFFICULT Explanation BECAUSE WE'RE DEALING WITH
Number HALF A DOZEN		
Express difficulty THAT'S A VERY ? QUESTION	Receipt OH	Specifier question (2) WHAT DO YOU MEAN? DO YOU MEAN... RELAYED PROJECTS

26. NOW THERE'S A QUESTION I THINK I MIGHT I THINK I'M GOING TO HAVE TO PASS YOU TO SOMEBODY ELSE.

29. OH, WHAT, INVOLVING THE REPLACEMENT OF Z?
(THAT SORT OF THING, YES).
UM TO GIVE A QUANTITY IS REALLY QUITE MEANINGLESS
YOU'RE GOING TO FOLLOW UP WITH SUBSEQUENT QUESTIONS ABOUT
THE VALUE OF THE PROJECTS AND THE SIZE OF THEM. THE ANSWER
TO THE FIRST QUESTION IS PROBABLY ABOUT 4 I WOULD THINK.

28. PER YEAR? WHAT DO YOU MEAN, ME OR THE FACTORY AS A WHOLE?
(FACTORY AS A WHOLE)
ELECTRICAL PROJECTS WELL, WE HAVE ABOUT A PROJECT A
WEEK OF SMALL ONES - BIG ONES I WOULD SAY PROBABLY ABOUT 4
OR 5.

29. UH... WELL THIS IS THE FIRST FOR SOME YEARS... THIS WILL
PROBABLY CONTINUE FOR ANNUAL BUDGETS. ONE PER YEAR.

30. OH IN THIS DEPARTMENT WE GENERALLY DEAL WITH... IT'S A BIT
HARD TO TELL, JUST A MINUTE, LET ME THINK, (JUST ON AVERAGE)
I SHOULD THINK WE PROBABLY DEAL WITH ABOUT 15 - 16 UPWARDS.

31. ON AVERAGE? I CAN'T REALLY ANSWER THAT AND... I'M ALWAYS
DOING LITTLE MODIFICATIONS MYSELF. THE MAJOR PROJECTS ARE
ALL HANDLED BY OUR CENTRAL DEPARTMENT.

32. ONE NORMALLY.

33. UH... ROUND ABOUT 50.

34. THAT WOULD INVOLVE THAT SORT OF WORK
(YES, THAT'S RIGHT)
I COULD SAY AS A WHOLE,... A GUESS MAYBE 3 OR 4.

35. NONE AT THE MOMENT.

Strategies	Mitigators	Adjuncts
Refer to 3rd party I'M GOING TO HAVE TO PASS YOU TO SOMEBODY ELSE	Starter NOW Uncertainty I THINK Obligation GOING TO HAVE TO	
Number 4	Receipt OH Conditional/Uncertainty I WOULD THINK Understater PROBABLY Upgrader (2) REALLY QUITE	Specifier question WHAT, INVOLVING THE REPLACEMENT OF Z? Comment TO GIVE A QUANTITY IS QUITE MEANINGLESS
Number + Range A PROJECT A WEEK 4 OR 5	Starter WELL Understater (3) ABOUT PROBABLY ABOUT Conditional I WOULD SAY	Specifier question WHAT DO YOU MEAN? Refiner ELECTRICAL PROJECTS
Number ONE PER YEAR	Starter WELL Understater PROBABLY	Qualifier THIS IS THE FIRST FOR SOME YEARS
Range 15 - 16 UPWARDS	Conditional/Uncertainty I SHOULD THINK Understater PROBABLY Receipt OH	Express difficulty IT'S HARD TO TELL Refiner IN THIS DEPARTMENT WE GENERALLY DEAL WITH...
Rejection I CAN'T REALLY ANSWER THAT	Downtoner REALLY	Example I'M ALWAYS DOING LITTLE MODIFICATIONS MYSELF
Number ONE	Adverbial NORMALLY	
Number 50	Understater ROUND ABOUT	
Range 3 OR 4	Understater (2) MAYBE AS A WHOLE Conditional I COULD SAY Uncertainty A GUESS	Refiner THAT WOULD INVOLVE THAT SORT OF WORK

Country: *France*

Stimulus: *Value question*

Realisation: "*Combien avez-vous de projets, en moyenne, par an?*"

-
1. EH BIEN LA NOUS AVONS UN GROS PROJET POUR 1988, ET JE N'EN CONNAIS PAS D'AUTRE ENSUITE POUR LES TROIS ANNEES SUIVANTES.
-
2. OH POUR L'INSTANT C'EST, C'EST... EUH, UN A DEUX PAR AN.
-
3. BAH..., EN FAIT, JE SAIS PAS. ON PEUT CONSIDERER, EUH SI ON MODERNISE UNE MACHINE PAR AN, EUH... IL Y AURA PEUT-ETRE, EUH... JE SAIS PAS, DEUX OU TROIS LIAISONS-SERIES IMPLANTEES PAR MACHINE, HEIN, EN GENERAL, C'EST LA MOYENNE, HEIN.
-
4. OH LA LA. VOUS ETES ICI DANS UN SERVICE, SI VOUS VOULEZ, OU NOUS ON RECOIT DES DEMANDES DES DIFFERENTES USINES, ALORS NOUS NE REALISONS PAS NORMALEMENT D'INSTALLATIONS NEUVES, PUISQUE NOUS FAISONS DES REEQUIPEMENTS, HEIN. OU DES EQUIPEMENTS DEMANDES PAR LES USINES. CE QUI EST INVESTISSEMENT POUR ATELIERS, POUR NOUVEL ATELIER, ET BIEN C'EST, CE SONT LES TRAVAUX NEUFS QUI FONT CELA.
-
5. DE TOUTE NATURE, DE RELAIS, TRANSMISSION, ELECTRONIQUE, ETC...?
(REPONSE)
OH EUH OH DISONS PAR AN, ENFIN VOUS SAVEZ, C'EST DIFFICILE A DIRE, PARCE SI VOUS VOULEZ LES PROJETS S'ETENDENT GENERALEMENT SUR PLUSIEURS ANNEES... MAIS DISONS QUE, DISONS ON EN A DEUX A PEU PRES PAR AN.
-
6. OH... BAH JE DIRAIS DEUX, UN OU DEUX PROJETS, C'EST FREQUENT, ENCORE.
-
7. EUH... C'EST CONTINUUEL... MAIS C'EST PAS DES X. ENFIN VOUS, VOUS PARLEZ DES CHAINES AUTOMATIQUES, C'EST CA?

Strategies

Mitigators

Adjuncts

Number UN GROS PROJET	Starter EH BIEN Uncertainty JE N'EN CONNAIS PAS D'AUTRES	Refiner (2) POUR 1988 ENSUITE POUR LES 3 ANNEES SUIVANTES
Range 1 A 2	Receipt OH	Refiner POUR L'INSTANT
Range 2 OU 3	Syntactic ON PEUT CONSIDERER Appealer (2) HEIN HEIN Uncertainty JE SAIS PAS Adverbial (2) EN GENERAL EN FAIT Understater (2) PEUT-ETRE C'EST LA MOYENNE	Refiner LIAISONS SERIES IMPLANTEES Embedded if-clause SI ON MODERNISE...
Refer to appropriateness NOUS NE REALISONS PAS D'INSTALLATIONS NEUVES	Receipt OH LA LA Appealer HEIN Adverbial NORMALEMENT Starter ALORS	Explanation PUISQUE NOUS FAISONS DES REEQUIPEMENTS
Number 2	Understater A PEU PRES Syntactic (3) DISONS Cajoler SI VOUS VOULEZ	Specifier question DE TOUTE NATURE...ETC.? Express difficulty C'EST DIFFICILE A DIRE Explanation PARCE QUE LES PROJETS...
Range 1 OU 2	Receipt OH BAH Conditional JE DIRAIS	Qualifier C'EST FREQUENT
Qualitative C'EST CONTINUEL	Starter ENFIN	Refiner MAIS C'EST PAS DES X Specifier question VOUS PARLEZ DES...?

8. DE X?

(REPONSE)

EUH...JE SAIS PAS, MOI, ENTRE... UNE CINQUANTAINE, METTONS.
UNE CINQUANTAINE D'AFFAIRES.

NOUS NE SOMMES PAS UTILISATEURS, EN FAIT, HEIN.

9. ALORS, LA... NON, JE SAIS PAS.

(REMARQUE)

NON... ON FAIT CA AU COUP PAR COUP, PARCE QUE ON A DES
MACHINES QUI SONT DES MACHINES SPECIALES LA PLUPART DU TEMPS,
DONC EUH... CHARGES BIEN SPECIALES, ET DONC TOUT LE MATERIEL
QUI EST A CHAQUE MACHINE DEPEND DE CE CAHIER DES CHARGES.
DONC, CE SONT PAS DES MACHINES... ON N'A QU'UNE, ON A UNE
MACHINE STANDARD QUI S'APPELLE LA S., ET QUI, ELLE, NOUS LA
FABRIQUONS...

10. DE TELS PROJETS?

(REPONSE)

C'EST... VOTRE QUESTION EST... ENFIN ELLE EST, ELLE EST TROP
VASTE ET TROP FLOUE POUR VOUS REPONDRE EN NOMBRE DE PROJETS,
MAIS NOUS AVONS DES DIZAINES DE PROJETS PAR AN.

11. ECOUTEZ, POUR CETTE PARTIE-LA, MOI JE M'OCCUPE BEAUCOUP PLUS
DE, DE SYSTEMES DE CONDUITE ET D'INFORMATIQUE QUE
D'INSTRUMENTATION PROPREMENT DITE. HEIN, JE CROIS QUE,
COMPTE-TENU DE VOTRE QUESTIONNAIRE, JE SUIS PAS LA PERSONNE
QUI, QUI SUIS LA PLUS A MEME DE VOUS REPONDRE.

12. OH ECOUTEZ... SI VOUS VOULEZ, EN MOYENNE ON A...

ENFIN BON, EN TERMES DE LABORATOIRE DE TRAITEMENT, ON PEUT
DIRE QU'ON A UN GROS PROJET PAR AN, QUOI, D'EXTENSION, QUI
NOUS AMENE A AUGMENTER EUH... DES NOMBRES DE CAPTEURS, A
AUGMENTER DES CABLAGES. UN GROS PROJET VRAIMENT PAR AN, SANS
QUOI BON... A REMPLACER DE NOUVELLES SONDES OU A MODIFIER
L'EMPLACEMENT DE DE... SONDES DE TEMPERATURE OU DE
PRESSION...

13. OH! ALORS LA, JE PEUX PAS VOUS LE DIRE. JE PEUX PAS VOUS LE
DIRE, PARCE QUE C'EST, ON VIT PRATIQUEMENT AU JOUR LE JOUR,
HEIN. BAH, PRESQUE. ON A QUELQUES PROJETS QUI SE REALISENT, MAIS
C'EST AVEC DE L'ANCIENNE INSTRUMENTATION, C'EST PLUS DU, DU
PROCEDE QUE... BON, DES NOUVELLES...(INTERRUPTION)

Strategies	Mitigators	Adjuncts
Number UNE CINQUANTAINE	Syntactic METTONS Appealer HEIN	Specifier question DE X? Refiner NOUS NE SOMMES PAS UTILISATEURS Repeat UNE CINQUANTAINE
Don't know JE SAIS PAS	Receipt ALORS LA NON	Explanation ON FAIT CA COUP PAR COUP
Range DES DIZAINES		Specifie question DE TELS PROJETS? Comment VOTRE QUESTION EST TROP VASTE ET TROP FLOUE
Refer to appropriateness JE SUIS PAS LA PERSONNE	Starter ECOUTEZ Appealer HEIN Uncertainty JE CROIS QUE Upgrader BEAUCOUP	Explanation JE M'OCCUPE BEAUCOUP PLUS DE...
Number UN GROS PROJET	Starter (2) ECOUTEZ BON Cajoler (2) SI VOUS VOULEZ ENFIN Syntactic ON PEUT DIRE Understater EN MOYENNE Upgrader VRAIMENT Appealer QUOI	Refiner SANS... REMPLACER...
Don't know JE PEUX PAS VOUS LE DIRE	Receipt OH Starter ALORS Understater (2) PRATIQUEMENT PRESQUE	Repeater JE PEUX PAS VOUS LE DIRE Explanation PARCE QU'ON VIT Appealer HEIN

14. ALORS, C'EST... DIFFICILE A DIRE, EUH, DES PROJETS DE D'AUTOMATISATION AVEC DES R. L. I., DES SUPERVISEURS, DES CAPTEURS EN MODE J-B, EN MODE M-D, EN MODE CONSTRUCTEUR AVEC DES AUTOMATES EUH...D'ACQUISITION, DES PROJETS COMME CA, IL Y EN A CONSTAMMENT. HEIN, VRAIMENT TOUT LE TEMPS. ALORS, DES PROJETS UN PETIT PEU MAJEURS, IL Y EN A 4 A L'HEURE ACTUELLE; SUR 4 USINES. ET EN FAIT IL Y EN A PLUS QUE CA...

15. OUI, ON FAIT PARTIE D'UN GROUPE, HEIN. JE VOUS PARLE PAS DE... PARTICULIEREMENT DE MA, DE NOTRE USINE ICI, HEIN. A (...) PARCE QUE IL Y A DES PROJETS QUI SONT EN COURS ENTRE NOS DIFFERENTES USINES, EUH..., ENTRE CHAMPAGNE ET LE MANS ET PUIS ET NOUS PARTICULIEREMENT, DANS L'AVENIR QUI VIENT, EUH, JE PENSE QU'ON VA AVOIR UN PROJET DE CABLAGES, EUH... POUR DES AUTOMATES INDUSTRIELS ET TOUT CA, HEIN.

16. C'EST TRES DIFFICILE A DIRE. C'EST TRES VARIABLE, C'EST TRES VARIABLE. MAIS, EUH... BON, QU'EST-CE QU'UN PROJET, D'ABORD? (REPONSE)
BIEN, NOUS NE REMPLAÇONS PAS, AUJOURD'HUI, NOUS NE SOMMES PAS EN SITUATION DE REMPLACER, DES, EUH... DES BOUCLES EXISTANTES. CAR VOUS DITES CABLAGES, JE PENSE QUE VOUS PENSEZ A DES BOUCLES DE COMMANDE...(REPONSE) BON NOUS NE SOMMES PAS EN SITUATION D'EN REMPLACER, PARCE QUE NOS SYSTEMES NE SONT PAS TRES ANCIENS, HEIN...

17. OH, IL N'Y EN A PAS, IL N'Y EN A PAS... VOUS SAVEZ, NOUS FAISONS DES MACHINES CATALOGUABLES, HEIN. DONC, ON A MEME PAS UN PROJET PAR AN, HEIN. IL SE TROUVE QU'IL Y A DES ANNEES OU PEUT-ETRE IL Y EN A PLUSIEURS, PARCE QUE C'EST TOUTE UNE GAMME DE MACHINES QUI SORT, HEIN. C'EST TOUT QUOI.

18. BAH, C'EST DIFFICILE A DIRE, D'UNE PART, EUH, EST-CE QU'ON DOIT REpondre GLOBALEMENT?
C'EST-A-DIRE QUE POUR NOUS LA VENTE D'UN C. EST CONSIDEREE COMME UNE AFFAIRE . EST-CE QUE VOUS VOULEZ QU'ON COMPTE UN C. AU MEME TITRE QUE L'INSTALLATION DE TOUT UN SYSTEME NUMERIQUE DE REGULATION? C'EST... JE VAIS VOUS DONNER UNE REPONSE QUI VA VARIER ENTRE 50 ET PUIS 1000 OU 2000.

Strategies	Mitigators	Adjuncts
Qualitative/Number DES PROJETS...IL Y EN A CONSTAMMENT 4	Starter (2) ALORS Upgrader VRAIMENT Appealer HEIN	Express difficulty C'EST DIFFICILE A DIRE Refiner (2) DES PROJETS UN PETIT PEU MAJEURS ET EN FAIT IL Y EN A PLUS QUE CA
Number 1	Receipt OUI Understater PARTICULIEREMENT Appealer (3) HEIN Uncertainty JE PENSE	Refiner (2) JE VOUS PARLE PAS DE NOTRE USINE POUR DES A.I. Explanation PARCE QU'IL Y A DES PROJETS QUI SONT EN COURS
Refer to appropriateness NOUS NE REMPLAÇONS PAS	Starter (2) BON BIEN Uncertainty JE PENSE QUE Appealer HEIN	Express difficulty C'EST TRES DIFFICILE A DIRE Repeater (3) C'EST TRES VARIABLE C'EST TRES VARIABLE NOUS NE SOMMES PAS EN SITUATION DE REMPLACER <i>Specifiser question</i> QU'EST-CE QU'UN PROJET D'ABORD? Refiner VOUS PENSEZ A DES... Explanation PARCE QUE NOS SYSTEMES NE SONT PAS TRES ANCIENS
Number IL N'Y EN A PAS	Receipt OH Cajoler VOUS SAVEZ Appealer (2) HEIN QUOI Syntactic IL SE TROUVE QUE Understater PEUT-ETRE Upgrader C'EST TOUT	Repeater (2) IL N'Y EN A PAS MEME PAS UN PROJET PAR AN Explanation NOUS FAISONS DES... Refiner IL Y A DES ANNEES OU IL Y EN A PLUSIEURS Explanation PARCE QUE C'EST TOUTE UNE GAMME QUI SORT
Range ENTRE 50 ET PUIS 1000 OU 2000	Syntactic (future) JE VAIS VOUS DONNER Syntactic C'EST-A-DIRE QUE	Express difficulty C'EST DIFFICILE A DIRE Specifiser question (2) EST-CE QU'ON DOIT PARLER... EST-CE QUE VOUS VOULEZ QUE Refiner POUR NOUS LA VENTE D'UN X

19. BAH, C'EST UNE EVOLUTION CONSTANTE DE NOS FABRICATIONS, DONC C'EST PAS VRAIMENT DES PROJETS DEFINIS, ENFIN JE NE SAIS PAS BIEN REPENDRE.

EH BIEN, JE NE COMPRENDS PAS BIEN VOS QUESTIONS, UNE INSTALLATION, C'EST-A-DIRE?

20. JE DIRAIS, EUH, DES PROJETS COMME CA DE RECONSTRUCTION DE MACHINES, EUH, ON EN FAIT 40 A 50 PAR AN.

21. EH BIEN, NOUS ALLONS AVOIR A PEU PRES UN PROJET PAR AN.

22. NON, ALORS LA, FRANCHEMENT, CA NE SERAIT PAS SIGNIFICATIF, HEIN, PARCE QUE CA DEPEND VRAIMENT DES, DES PROJETS; ET DES PROJETS, EUH..., ALORS, CE QU'ON TRAITE ACTUELLEMENT, CE N'EST PAS F. ET QUAND ON AURA F., DISONS, JE NE SAIS PAS SI VOUS POUVEZ DONNER UNE DATE, MAIS CE NE SERA PAS POUR DEMAIN. DONC JE SUIS INCAPABLE DE ME PROJETER COMME CA QUELQUES ANNEES...

23. BIEN, DES PROJETS QUI METTENT EN CAUSE DES CAPTEURS ET DES ACTIONNEURS OU DES, OU DES PROJETS, JE DIRAIS, DE NOUVEAUX CAPTEURS, ATTENDEZ VOIR, ATTENDEZ PARCE QUE NOUS, NOUS NE FABRIQUONS PAS DES CAPEURS, HEIN.

(REPONSE)

OH BEN JE SAIS PAS, ON EN A PEUT-ETRE DEUX TROIS PAR AN.

24. JE SAIS PAS, EUH..., NOUS AVONS, EUH, ONZE USINES EN FRANCE PLUS SIX A L'ETRANGER, EUH...JE... VOUS N'ALLEZ PAS FAIRE LE CALCUL, MAIS C'EST VARIABLE. IL PEUT, IL PEUT Y EN AVOIR UN PAR USINE AU MOINS. ET IL PEUT Y AVOIR PLUSIEURS ATELIERS PAR USINE, DONC METTEZ UNE DIZAINE PAR AN. C'EST UN MAXIMUM.

Strategies	Mitigators	Adjuncts
Don't know JE NE SAIS PAS BIEN REPONDRE	Starter EH BIEN	Explanation (2) C'EST UNE EVOLUTION CONSTANTE DONC C'EST PAS DES PROJETS DEFINIS Express misunderstanding JE NE COMPRENDS PAS BIEN VOS QUESTIONS Specifier question UNE INSTALLATION C'EST A DIRE
Range 40 A 50	Conditional JE DIRAIS	Refiner DES PROJETS COMME CA DE RECONSTRUCTION
Number 1	Starter EH BIEN Understater A PEU PRES	
Rejection NON CA NE SERAIT PAS SIGNIFICATIF	Starter (2) ALORS LA ALORS Appealer HEIN Upgrader VRAIMENT Syntactic DISONS	Explanation PARCE QUE CA DEPEND Repeater DONC JE SUIS INCAPABLE DE ME PROJETER...
Range 2,3 PAR AN	Starter (3) BIEN ATTENDEZ-VOIR ATTENDEZ Conditional JE DIRAIS Appealer HEIN Understater PEUT-ETRE Uncertainty JE SAIS PAS	Refiner DES PROJETS QUI METTENT EN CAUSE... Explanation PARCE QUE NOUS NE FABRIQUONS PAS DE X
Number UNE DIZAINE	Receipt OH BEN Uncertainty JE SAIS PAS Syntactic IL PEUT Y EN AVOIR	Repeater (2) IL PEUT IL PEUT Y AVOIR Qualifier C'EST UN MAXIMUM

25. POUR LE MOMENT ON N'A PAS DE PROJETS, EUH ON N'EST PAS VENU A CE GENRE DE CAPTEURS, ENFIN POUR LE MOMENT, HEIN. VOUS SAVEZ, ON EST UNE PETITE ENTREPRISE.

26. QU'EST-CE QUE VOUS APPELEZ "CABLAGE"?
(REPONSE)
JE N'EN AI PAS LA MOINDRE IDEE POUR L'INSTANT.

27. BAH, MON DIEU, C'EST ASSEZ VARIABLE, M'ENFIN ON A, ON A, EN MOYENNE ON PEUT DIRE QU'ON A UN PROJET NEUF ET EUH..., UN AGRANDISSEMENT D'INSTALLATION EXISTANTE.

28. OH... AU NIVEAU FINANCIER?
AH DISONS QUE LA JE POURRAIS PAS VOUS RENSEIGNER EXPLICITEMENT PARCE QUE CE DOMAINE, C'EST PAS LE MIEN. EUH..., SI VOUS VOULEZ BIEN, ON FAIT SURTOUT DU DEVELOPPEMENT LOGICIEL, PAS D'ETUDES TECHNOLOGIQUES MODES DE RECHERCHE DE MATERIEL. DONC, LA JE PEUX PAS VOUS DIRE.

29. A CE SUJET-LA? OH C'EST, C'EST-A-DIRE, ENFIN ON A UN GROS PROJET POUR EUH... CONNECTER, ON VA CONNECTER PLUSIEURS... DES CAPTEURS SUR DES CALCULATEURS ET DES CALCULATEURS SUR EUH... UN, SUR UN ORDINATEUR DE SITE. BON TOUT CA, CA VA SE FAIRE DANS L'ANNEE QUI VIENT, C'EST UN GROS PROJET QU'ON VA TRAITER EN DEUX ANS.

30. AH ALORS LA, VOUS ME POSEZ UNE COLLE, LA HEIN. TOUS LES PROJETS NE PASSENT PAS PAR MON SERVICE, ALORS EUH...JE NE...COMME JE NE M'OCCUPE QUE DE L'USINE DE PONT-A-MOUSSON, COMME CA JE NE PEUX PAS VOUS REPONDRE. ALORS LA, CA DEPEND, C'EST... C'EST VRAIMENT TRES VARIABLE. TRES TRES VARIABLE.

Strategies	Mitigators	Adjuncts
Number ON N'A PAS DE PROJETS	Adverbial POUR LE MOMENT Starter ENFIN Cajoler VOUS SAVEZ Appealer HEIN	Explanation ON EST UNE PETITE ENTREPRISE Repeater POUR LE MOMENT
Don't know JE N'EN AI PAS LA MOINDRE IDEE	Upgrader LA MOINDRE IDEE Adverbial POUR L'INSTANT	Specifier question QU'EST-CE QUE VOUS APPELEZ...?
Number UN PROJET NEUF ET UN AGRANDISSEMENT	Receipt (2) BAH MON DIEU Starter M'ENFIN Syntactic ON PEUT DIRE Understater EN MOYENNE	Qualifier C'EST ASSEZ VARIABLE
Don't know JE POURRAIS PAS VOUS RENSEIGNER	Syntactic DISONS QUE Conditional JE POURRAIS Understater EXPLICITEMENT Receipt OH Cajoler SI VOUS VOULEZ	Specifier question AU NIVEAU FINANCIER? Explanation (2) PARCE QUE CE DOMAINE N'EST PAS LE MIEN ON FAIT SURTOUT DU DEVELOPPEMENT Repeater JE NE PEUX PAS VOUS DIRE
Number UN GROS PROJET	Receipt OH Starter (2) ENFIN BON Syntactic C'EST A DIRE	Specifier question A CE SUJET LA? Refiner ON VA CONNECTER PLUSIEURS Qualifier TOUT CA CA VA SE FAIRE DANS L'ANNEE QUI VIENT
Don't know JE NE PEUX PAS VOUS REPONDRE	Receipt AH Starter (3) ALORS LA ALORS LA ALORS Upgrader (2) VRAIMENT TRES TRES	Express difficulty VOUS ME POSEZ UNE COLLE, LA Explanation TOUS LES PROJETS NE PEUVENT PAS... Refiner CA DEPEND Repeater C'EST TRES VARIABLE

31. AH... BEN EN GENERAL DEUX OU TROIS.

32. EUH ECOUTEZ, NON. MALHEUREUSEMENT LA NON... EUH... J'AI
GUERE LE TEMPS DE VOUS REPONDRE LA, HEIN.

33. AUCUN. NON NON.

34. AUJOURD'HUI ON EN A DOUZE.

35. DE, DE... DE C.? OH LA LA, CA DEPEND HEIN. CA DEPEND DE LA,
DE LA PHASE DE , EUH... L'ANNEE DERNIERE, J'ETAIS EN PLEINE
REORGANISATION. JE RISQUE D'ETRE EN PHASE DE REORGANISATION
ENCORE CETTE ANNEE; PARCE QUE LES SERVICES DEMENAGENT. AH BAH
LA, CHAQUE FOIS QU'IL Y A UN SERVICE QUI DEMENAGE, J'AI TOUT
UN PROBLEME. IL FAUT QUE JE REFASSE TOUTE LA C. POUR LE SERVICE.
(QUESTION)
OUI, OH UNE DIZAINE A PEU PRES...

36. AH CA, JE NE SAIS PAS DU TOUT. ON N'A PAS FAIT D'ETUDE. ON
A, ON A SEULEMENT PREVU QU'IL FALLAIT FAIRE CA. MAIS POUR
L'INSTANT ON N'A FAIT AUCUNE ETUDE PRECISE, EUH... ON N'A
AUCUN PLAN PARTICULIER. BAH, DE LIAISONS, QUI COMPORTENT DES
LIAISONS AVEC L'INFORMATIQUE HEIN.

Strategies	Mitigators	Adjuncts
Range 2 OU 3	Receipt AH BEN Understater EN GENERAL	
Refusal NON	Starter ECOUTEZ Appealer HEIN Adverbial MALHEUREUSEMENT	Refer to readiness J'AI GUERE LE TEMPS DE VOUS REPONDRE Repeater NON
Number AUCUN		Repeater (2) NON NON
Number 12		Refiner AUJOURD'HUI
Range UNE DIZAINES	Receipt (2) OH LA LA OUI Understater A PEU PRES Appealer HEIN Starter AH BAH	Specifier question DE X? Qualifier CA DEPEND
Don't know JE NE SAIS PAS	Starter AH CA Upgrader DU TOUT Appealer HEIN	Explantion ON N'A PAS FAIT D'ETUDE Repeater ON N'A FAIT AUCUNE ETUDE PRECISE Refiner ON N'A AUCUN PLAN PARTICULIER...

Country: *Germany*

Stimulus: *Value question*

Realisation: *Wieviele Projekte haben Sie im Jahr, im Durchschnitt?*

1. ER WAS MEINEN SIE MIT PROJEKT

(ANSWERS)

HM SCHWER ZU SAGEN DAS IST MM SAGEN WIR MAL 20 IN DER
GRÖßENORDNUNG

2. DAS IST EINE FRAGE DIE MAN PRAKTISCH NICHT BEANTWORTEN KANN
WEIL PROJEKTE SELBER DIE ZAHL VON PROJEKTEN SPIELT KEINE
ROLLE NA ES HÄNGT ALSO VON DER GRÖßE UND UMFANG DER PROJEKTE
AB ICH WEIß NICHT WAS DIESE ZAHL JETZT SOLL KANN ICH ALSO IN
DEM SINNE DIE FRAGE NICHT BEANTWORTEN

3. 25 BIS 30

4. MM 3 BIS 5 ALSO DIE DAMIT WAS ZU TUN HABEN WOHL BEMERKT WIR
HABEN ALSO PROJEKTE DIE DAMIT NICHTS ZU TUN HABEN

5. SCHWER ZU SAGEN AM TELEFON

6. KANN ICH DAS NET SAGEN WIR HABEN VIELLEICHT EINMAL IN FÜNF
JAHREN EINS INDEM WIR MODERNISIEREN WIR HABEN NICHT JEDES
JAHR SPEZIELLE PROJEKTE IN DENEN WIR ANSCHLÜSSE MACHEN
ENTWEDER WIRD ALLES GEMACHT ODER GAR NIX

7. FF FF DAS KANN MAN NICHT SO SAGEN DAS KANN ICH IHNEN NICHT
ANNÄHERND SO SAGEN WAS DA FÜR EINE RICHTIGE ZAHL AUSKÄME DAS
GIBT DAS GIBT SO KEIN SINN ES GIBT LAUFEND WIEDER PROJEKTE
ABER DAS KÖNNTE ICH IHNEN KEINE SERIÖSE ZAHL NENNEN

Strategies

Mitigators

Adjuncts

Number 20	Syntactic SAGEN WIR MAL Understater IN DER GRÖßENORDNUNG	Specifier question WAS MEINEN SIE MIT PROJEKT Express difficulty SCHWER ZU SAGEN
Reject EINE FRAGE DIE MAN NICHT BEANTWORTEN KANN	Appealer NA Downtoner PRAKTISCH	Repeater KANN ICH ALSO IN DEM SINNE DIE FRAGE NICHT BEANTWORTEN Explanation WEIL ..DIE ZAHL VON PROJEKTE.. SPIELT KEINE ROLLE Refiner IN DEM SINNE Complaint ICHH WEIß NICHT WAS DIESE ZAHL JETZT SOLL
Range 25 BIS 30		
Range 3 BIS 5	Receipt MM Upgrader WOHL BEMERKT	Refiner DIE DAMIT WAS ZU TUN HABEN Repeat WIR HABEN ..PROJEKTE DIE DAMIT NICHTS ZU TUN HABEN
Express difficulty SCHWER ZU SAGEN AM TELEFON		
Number EINMAL IN 5 JAHREN	Understater VIELLEICHT	Express difficulty DAS KANN ICH NET SAGEN Explanation EINS INDEM WIR MODERNISIEREN
Reject DAS KANN MAN NICHT SO	Upgrader ANNÄHERND	Repeater (2) KANN ICH IHNEN NICHT ANNÄHERND SO SAGEN .. DA KÖNNTE ICH IHNEN KEINE SERIÖSE ZAHL NENNEN SAGEN Explanation ES GIBT LAUFEND WIEDER PROJEKTE

8. SCHWER ZU SAGEN WIR SIND ANLAGENBAUER WIR SIND KEINE REINE SOFTWARE ODER SONST WELCHE LEUTE DIE SICH MIT ELEKTRONIK UND ELEKTRONISCHE STEUERUNG ISOLIERT BESCHÄFTIGEN UND WIR TUN DAS IM LAGE UNSERER ANLAGEN UNSERER INDUSTRIEANLAGEN ABER ICH KANN IHNEN DAS NICHT QUANTIFIZIEREN

9. HMM DA BIN ICH DER FALSCH ANSPRECHSPARTNER DA SOLLTEN SIE UNSERLEITER FRAGEN ER HAT ES BESSER IM GRIFF ICH BIN JA STEUERUNG

10. JA MIT SICHERHEIT DREI

11. SCHWER ZU SAGEN. ES IST GANZ SCHWER ZU SAGEN. DA KANN ICH MICH ALSO GAR NICHT FESTLEGEN, WAS DAS... WEIL WIR TEILWEISE AUCH GAR NICHT GENAU SO WISSEN, WO ES ÜBERALL HINGEHT, WIR HABEN AUCH EINIGE KUNDEN, DIE UNS EBEN NICHT EXAKT DIE AUSKUNFT GEBEN, DIE NUR SAGEN, WIR BRAUCHEN DAS UND DAS,... ES IST SEHR SCHWER ZU SAGEN, DA KANN ICH MICH NICHT FESTLEGEN.

12. OH GOTT... ES IST DIE FRAGE..., ICH HABE DAS GEFÜHL, SIE SCHÄTZEN UNSERE FIRMA DA FALSCH EIN, WIR SIND ZWAR IN DER AUTOMATISIERUNG TÄTIG, ABER WIE GESAGT, WIR SIND NUR KOMPONENTEN-LIEFERANTEN, MM? BLOSS DASS DA. ALSO., DAS WIR SO..., DUTZENDE VON OBJEKTEN SIND NATÜRLICH DA, IM MACHEN, NEE... WIR LIEFERN ALSO, ALSO DRUCKERKABEL, IN JEDER SCHREIBMASCHINE SEHEN SIE KABEL VON UNS DRIN, ABER WIR SIND EBEN AUF DIESES BAUTEIL SPEZIALISIERT, NÄ. ALSO DAS IST DAS PROBLEM, DASS ICH (...) ALSO ES GEHT AN DIE 50, NEE, ABER HALT NUR MIT DEN KOMPONENTEN, NÄ?

13. 20 BIS 30.

14. HIER GEHT ES UM DIE F., ES SIND KEINE PROJEKTE, DIE ICH VIELFACH HABE, ODER... ICH UMM BAUE DIE F. VON HIER NACH DEM ORT Y ODER X, VERSTEHEN SIE? DAS IST JA NICHT UNSER PRODUKT, WORÜBER WIR REDEN.

Strategies	Mitigators	Adjuncts
Reject ICH KANN IHNEN DAS NICHT QUANTIFIZIEREN		Express difficulty SCHWER ZU SAGEN Explanation WIR SIND ANLAGENBAUER...
Refer to appropriateness DA BIN ICH DER FALSCHER ANSPRECHSPARTNER	Receipt HMMM	Explanation ICH BIN JA STEUERUNG Refer to 3rd party DA SOLLTEN SIE UNSER ... LEITER FRAGEN Explanation DER HAT ES BESSER IM GRIFF
Number 3	Receipt JA Upgrader MIT SICHERHEIT	
Express difficulty SCHWER ZU SAGEN	Upgrader (3) GANZ SEHR GAR	Repeater (2) ES IST SCHWER ZU SAGEN ES IST GANZ SCHWER ZU SAGEN Explanation WEIL WIR TEILWEISE AUCH.. Reject question (2) DA KANN ICH MICH ... NICHT FESTLEGEN
Number 50	Syntactic ES GEHT AN DIE Receipt OH GOTT Appealer (3) MM NÄ NÄ Starter (3) ALSO Emphasizer (2) ABER WIE GESAGT BLOß DAS DA	Specifier question ES IST DIE FRAGE.... Comment ICH HABE DAS GEFÜHL ... Explanation WIR SIND ZWAR IN DER AUTOMATISIERUNG Summarize DAS IST DAS PROBLEM
Range 20 BIS 30		
Refer to appropriateness ES SIND KEINE PROJEKTE DIE ICH VIELFACH HABE	Cajoler VERSTEHEN SIE? Upgrader JA	Specifier HIER GEHT ES UM DIE F. Explanation ICH BAUE DIE F. VON HIER Repeater DAS IST JA NICHT UNSER PRODUKT

15. JA DAS SIND VIELLEICHT ÄH DAS IST ABER JA GUT KÖNNEN WIR SO
15 20 ANGEHEN

16. EINS

17. ACH ER VIELE VIELE 50 100 IRGENDWO DAZWISCHEN LIEGT ES

18. DAS KANN ICH IHNEN IM MOMENT NICHT SAGEN DAS WIRD ALSO BIS
GANZ HIER IM HAUSE AUF GRUND DER UMZÜGE DIE HIER IM HAUSE
PASSIEREN MÜSSEN WIR REAGIEREN

19. ZWEI BIS DREI

20. WEN WEN MEINEN SIE JETZT DANN EIGENTLICH MIT SIE MEINEN
JETZT DIE FIRMA XYZ IM ALLGEMEINEN ODER

21. JA VIEL WIR HABEN EBEN IM JAHR MITBEFASSEN WIR UNS MIT IST
DIE FRAGE OB KLEINERE ODER GRÖßERE ABER WENN WIR DIE
GRÖßEREN NIMMT DANN HABEN WIR IN DER GRÖßENORDNUNG 3 BIS 4

22. PRO JAHR JA DAS IST JETZT ABHÄNGIG IM DURCHSCHNITT IM
VERGANGENEN JAHR WAREN ES ZWEI JETZT STEHT NOCH STEHEN WIR
JETZT ZWEI AN JA .. JA 1 BIS 2 PRO JAHR

23. SIEBEN

24. UMM IST AUCH UNTERSCHIEDLICH WEIL WIR DIE VERSCHIEDENSTEN
BEREICHE HABEN GANZ KURZ MAL ÜBERSCHLAGEN ICH WÜRD MAL
SAGEN SO CIRCA 25 BIS 30

25. OOH 3 BIS 5

26. HM 10

Strategies	Mitigators	Adjuncts
Range 15 20	Receipt JA Syntactic KÖNNEN WIR SO .. ANGEHEN Understater VIELLEICHT Starter JA GUT	
Number EINS		
Qualitative + range VIELE 50 100	Receipt ACH Understater IRGENDWO	Repeater VIELE
Refusal DAS KANN ICH ... NICHT SAGEN	Adverbial IM MOMENT	Explanation AUF GRUND DER UMZÜGE
Range 2 BIS 3		
Request more information WEN MEINEN SIE JETZT MIT SIE EIGENTLICH	Adverbial	
Range + qualitative 3 BIS 4 VIEL	Receipt JA Understater IN DER GRÖßENORDNUNG	Specifier question (dec) IST DIE FRAGE OB KLEINE ODER GROßE Refiner WENN WIR DIE GRÖßEREN NIMMT
Range 1 BIS 2	Starter JA	Refiner DAS IST JETZT ABHÄNGIG
Number 7		
Range 25 BIS 30	Conditional ICH WÜRD MAL SAGEN Understater CIRCA	Refiner ES IST AUCH UNTERSCHIEDLICH
Range 3 BIS 5	Receipt OOH	
Number 10	Receipt HM	

-
27. DA.....WIEDER DIE FRAGE KANN ICH SO NICHT BEANTWORTEN
WIR HABEN VIELE PROJEKTE ABER WIEVIELE DAS SIND BEZOGEN AUF
DIESE KOMPONENTEN SAGEN WIR MAL 10 IN DER GRÖßENORDNUNG
-
28. JA WÜRDEN ICH WÜRDEN ICH BEZIEHT ES SICH AUF DIE MASCHINE JETZT?
(JA)
HM DA WÜRDEN ICH SAGEN PRO JAHR 20
-
29. DA MÜSSEN SIE MIR MAL SAGEN WAS FÜR EINEN PROJEKT WAS SIE
UNTER PROJEKT VERSTEHEN
-
30. DARÜBER SPRECHEN WIR NICHT DAS BETRIFFT KEINER
-
31. DAS IST SCHWER ZU SAGEN EINES
-
32. ÄHM 5 BIS 8
-
33. DA SEHEN WIR DAS PROBLEM NACHDEM ICH ALSO IM AUGENBLICK DAS
NICHT HABE MIT SICHERHEIT IN DEN NÄCHSTEN 4 JAHREN EINSETZE
IST DIE FRAGE FAST NICHT ZU BEANTWORTEN
-
34. JA HUH 1
-
35. NA NA IST SCHON GEWISSENSFRAGE EIN EINEN
-
36. OH FÜNF SAGEN WIR MAL
-
37. ÄH DANN MÜSSEN SIE DAS GANZE JETZT DIFFERENZIERTE SEHEN
WIR HABEN EINMAL DIE PRODUKTION UND EINMAL DIE
BÜROKOMMUNIKATION DENN.....
-
38. DAS IST SCHWER ... ICH DAS IST KANN ICH EIGENTLICH GAR
KEIN ANTWORT DARAUF GEBEN WEIL UNSERE PRODUKTE SEHR
UNTERSCHIEDLICH SIND MUß ICH PASSEN KANN ICH NICHTS DAZU
SAGEN

Strategies	Mitigators	Adjuncts
Number 10	Syntactic SAGEN WIR MAL Understater IN DER GRÖSSENORDNUNG	Express difficulty DIE FRAGE KANN ICH SO NICHT BEANTWORTEN Explanation DAS IST BEZOGEN AUF DIESE KOMPONENTEN
Number 20	Receipt JA Conditional WÜRD E ICH SAGEN	Specifier question BEZIEHT ES SICH AUF DIE MASCHINE JETZT?
Request more information DA MÜSSEN SIE MIR MAL SAGEN...		
Refusal DARÜBER SPRECHEN WIR NICHT	Emphasizer DAS BETRIFFT KEINE	
Number EINES		Express difficulty DAS IST SCHWER ZU SAGEN
Range 5 BIS 8		
Reject IST DIE FRAGE FAST NICHT ZU BEANTWORTEN	Upgrader MIT SICHERHEIT Downtoner FAST	Express difficulty DA SEHEN WIR DAS PROBLEM
Number EINS	Receipt JA	
Number EIN	Receipt (2) NA NA	Express difficulty IST SCHON GEWISSENSFRAGE
Number 5	Receipt OH Syntactic SAGEN WIR MAL	
Reject DANN MÜSSEN SIE DAS GANZE DIFFERENZIIERTER SEHEN		Explanation WIR HABEN EINMAL...
Reject KANN ICH GAR KEINE ANTWORT GEBEN	Upgrader GAR Downtoner EIGENTLICH	Express difficulty DAS IST SCHWER Explanation WEIL UNSERE PRODUKTEN SEHR UNTERSCHIEDLICH SIND Repeater (2) MUSS ICH PASSEN KANN ICH NICHTS DAZU SAGEN

39. ÄH... VERSTEHEN SIE UNTER SENSOREN AUCH ÄH... INITIATOREN,
NÄDELSCHALTER UND DIESE DINGE? (YA)
UND WIEVIEL STÜCK WIR EINBAUEN IM JAHR?
(ANTWORT)
DAS KANN, EINBAUEN KANN ZWISCHEN 15, 15.000 SEIN, UND
ERSETZEN VIELLEICHT EINIGE HUNDERT, JE NACHDEM WAS WIR FÜR
PROJEKTE HABEN...

40. ICH WEISS NICHT... WIR MACHEN, WIR MACHEN ANDERE EBENE,
HIER. WIR MACHEN HÖHERE, HÖHERE ... AUTOMATISIERUNG UND SO
WEITER, NICHT DIE EIGENTLICHE SENSOREN- UND AKTOREN-EBENE.

41. JA, DAS... WIR HABEN EIN PROJEKT, KANN MAN SAGEN.

42. ACH JA, EINE SEHR SCHWIERIGE FRAGE, WIE GESAGT. IN DER
VERGANGENHEIT, EEH...IN DER AUFBAUPHASE, WÜRDE MAN ALSO
SAGEN, JA... ALS PROJEKT ZU BEZEICHNEN, VIELLEICHT 3 BIS 5.

43. OH, ZWISCHEN 20 UND 40 ETWA, SO IN DER ECKE.

Strategies	Mitigators	Adjuncts
Range + qualitative ZWISCHEN 15 UND 15.000 EINIGE HUNDERT	Syntactic DAS KANN Understater VIELLEICHT	Specifier question (2) WAS VERSTEHEN SIE UNTER... UND WIEVIEL STÜCK WIR EINBAUEN IM JAHR Refiner JE NACHDEM...
Don't know ICH WEISS NICHT		Explanation WIR MACHEN ANDERE EBENE HIER Repeater WIR MACHEN HÖHERE...
Number 1 PROJECT	Receipt JA Syntactic KANN MAN SAGEN	
Range 3 BIS 5	Receipt ACH JA Conditional WÜRDE MAN SAGEN Understater VIELLEICHT Upgrader SEHR Starter JA	Express difficulty EINE SEHR SCHWIERIGE FRAGE Refiner IN DER VERGANGENHEIT...
Range ZWISCHEN 20 UND 40	Receipt OH Understater (2) ETWA SO IN DER ECKE	

Country: *England*

Stimulus: *Multiple Choice question*

Realisation: *For which of the following types of application do you have projects: Process control unit or division? Manufacturing unit or machine? Warehousing and materials handling?*

-
1. IT, IT IS MORE... WELL ASSEMBLY WORK SO, MM...
CONVEYOR SYSTEMS WE WOULD BE TALKING ABOUT, THERE SO MM...,
WHAT WAS YOUR FIRST ONE AGAIN?
(PROCESS CONTROL)
YEAH YEAH, THE FIRST ONE.
-
2. USUALLY MANUFACTURING UNIT.
-
3. I'D SAY MANUFACTURING MAINLY.
-
4. PROCESS CONTROL AND ENERGY MANAGEMENT.
-
5. ALL.
-
6. PROCESS CONTROL.
-
7. YES.
(ALL OF THOSE).
YES, COULD BE ALL OF THOSE.
-
8. PROCESS CONTROL
-
9. NO NOT PERSONALLY, NO. ALTHOUGH ANOTHER DEPARTMENT DOES DEAL
WITH THAT TO A CERTAIN EXTENT. SO IF YOU DO THE SURVEY OF
THE FACTORY, YES, THE ANSWER TO THAT'S GOT TO BE ON THE
WAREHOUSING AND DISTRIBUTION.
-
10. WE USE PROCESS CONTROL.

Strategies

Mitigators

Adjuncts

Position THE FIRST ONE	Starter WELL Conditional ... SYSTEMS WE WOULD BE TALKING ABOUT	Further information IT IS MORE... WELL ASSEMBLY WORK
Repeat category MANUFACTURING UNIT	Adverbial USUALLY	
Declarat. repeat category MANUFACTURING	Conditional I'D SAY Adverbial MAINLY	
Repeat + list other category PROCESS CONTROL AND ENERGY MANAGEMENT		
Position/Number ALL		
Repeat category PROCESS CONTROL		
Affirmative YES	Conditional COULD BE	Repeat ALL OF THOSE
Repeat category PROCESS CONTROL		
Declarat. category WAREHOUSING AND DISTRIBUTION	Adverbial TO A CERTAIN EXTENT Embedded if-clause IF YOU DO THE SURVEY OF THE FACTORY Upgrader THE ANSWER TO THAT'S GOT TO BE Appealer YES	Qualifier NOT PERSONALLY ALTHOUGH ANOTHER DEPARTMENT DOES DEAL WITH THAT
Repeat category PROCESS CONTROL		Qualifier WE USE

11. YEAH, THAT'S IT YOU SEE WITH THOSE..... YOU SEE
WE'VE DONE LOTS OF THE WORK I'VE OUTLINED TO YOU WOULD BE A
BUILDING PROGRAM MANAEMENT SYSTEM WHERE YOU WOULD WHICH
WOULDN'T DROP INTO ANY OF THOSE CATEGORIES.

12. UH THE LAST TWO.

13. UM. NOT THE FIRST TWO NOR THE? FOR WAREHOUSE OF
MATERIAL HANDLING.

14. PROCESS CONTROL AND MANUFACTURING

15. PROCESS CONTROL

16. SORRY, CAN YOU REPEAT THE QUESTION? THE MIDDLE ONE
(MANUFACTURING)
YEAH

17. ALL THREE TO BE QUITE HONEST.

18. OH WELL WE GOT PROCESS CONTROL WE CERTAINLY HAVE
UM.. WAREHOUSING NOT REALLY. WE DID HAVE A JOB BUT I THINK
IT'S GONE OUT THE WINDOW FOR BAD ??? MANUFACTURING WE DO AN
AWFUL LOT OF.

19. WELL OUR FUNCTION IS MACHINE TOOL MANUFACTURE

20. SHALL I TAKE ONE AT A TIME?
(YES)
PROCESS YES, FILLING PACKAGING MACHINERY.

21. WELL, I WAS... UH, UH... IT'S ASSEMBLY TYPE
BUSINESS. WHAT WE'RE DOING IS ASSEMBLY DIESEL ENGINES.

22. MANUFACTURING MACHINES.

23. PROCESS CONTROL PRODUCTION FACILITIES SO... UH...
THAT COVERS THE FIRST TWO, DOESN'T IT? SO...AND YES WE DO, A
WAREHOUSE ON(?) WAREHOUSE.

Strategies	Mitigators	Adjuncts
Negative WOULDN'T DROP INTO ANY OF THOSE CATEGORIES	Receipt YEAH Appealer THAT'S IT YOU SEE	Further information LOTS OF WORK I'VE OUTLINED TO YOU...
Position THE LAST TWO		
Repeat category FOR WAREHOUSE OR MATERIAL HANDLING		
Repeat category PROCESS CONTROL AND MANUFACTURING		
Repeat category PROCESS CONTROL		
Position/Affirmative THE MIDDLE ONE YEAH	Apology SORRY	Question CAN YOU REPEAT THE QUESTION?
Position/Number ALL THREE	Adverbial TO BE QUITE HONEST	
List and comment WE GOT PROCESS CONTROL WAREHOUSING NOT REALLY MANUFACTURING WE DO AN AWFUL LOT OF	Starter OH WELL Upgrader CERTAINLY Adverbial NOT REALLY Uncertainty I THINK	Additional information WE DID HAVE A JOB BUT...
State activity OUR FUNCTION IS MACHINE TOO MANUFACTURE	Starter WELL	Qualifier OUR FUNCTION IS
List and comment PROCESS YES FILLING PACKAGING		Specifier question SHALL I TAKE ONE AT A TIME?
State activity IT'S ASSEMBLY TYPE BUSINESS	Starter WELL	Qualifier WHAT WE'RE DOING IS ASSEMBLY... MACHINES
State activity MANUFACTURING MACHINES		
State activity (2) PROCESS CONTROL PRODUCTION FACILITIES A WAREHOUSE		Check question THAT COVERS THE FIRST TWO, DOESN'T IT? Repeater YES WE DO

24. DEFINITELY NUMBER ONE.

25. SAY THAT AGAIN. UH... MANUFACTURING.

Strategies

Mitigators

Adjuncts

Position
NUMBER ONE

Upgrader
DEFINITELY

Repeat category
MANUFACTURING

Country: *France*

Stimulus: *Multiple Choice question*

Realisation: *Je vais vous citer trois categories d'applications:
pour lesquelles avez-vous des projets?
Section ou unité de process?
Machine ou ligne de production?
Stockage et manutention?*

-
1. LA ATTENDEZ. ECOUTEZ CA M'ENNUIE DE VOUS REpondRE SUR CES PROBLEMES QUI SONT, QUI TOUCHENT QUAND MEME NOS... NOS PROJETS D'INVESTISSEMENT. C'EST TOUT DE MEME ASSEZ, JE DIRAIS, EUH..., C'EST DELICAT, HEIN, DE VOUS REpondRE COMME CA AU TELEPHONE.
-
2. C'EST LE DEUXIEME.
-
3. AH C'EST PLUTOT EUH... MACHINE DE PRODUCTION.
-
4. C'EST MACHINE ET LIGNE DE PRODUCTION.
-
5. EUH...SECTION, LE PREMIER LA...
-
6. OUI, STOCKAGE DE MANUTENTION, OUI, LES CONVOYEURS C'EST DU STOCKAGE DE MANUTENTION EN GENERAL, ET PUIS AUTREMENT LIGNE DE FABRICATION, TELS QUE LES PRESSES ET PUIS LE CHANTIER DE COULEE, HEIN.
-
7. EUH... C'EST LA PREMIERE CATEGORIE NOUS. ON NE SE PLACE JAMAIS, QUASIMENT JAMAIS EN MANUTENTION, ET PUIS EN CONTROLE DE PRODUCTION NON PLUS, HEIN.
-
8. EUH... ET QU'EST-CE QU'IL FAUT QUE JE VOUS REponde, LA, OUI OU NON?
(REponse)
OUI, NON MAIS ENFIN ON FAIT AUSSI DU STOCKAGE, ON NE FAIT PAS L'UTILISATION, ON A UN CHARGEMENT D'OUTILS, DES CHARGEURS D'OUTILS, ON A, ON FAIT DES SYSTEMES FLEXIBLES, DONC EUH...
ON A DANS LES TROIS DOMAINES, QUOI.

Strategies

Mitigators

Adjuncts

Refusal CA M'ENNUIE DE VOUS REPONDRE	Adverbial QUAND-MEME Conditional JE DIRAIS Starter (2) LA ATTENDEZ ECOUTEZ Appealer HEIN	Explanation PROBLEMES... QUI TOUCHENT NOS PROJETS D'INVESTISSEMENT Repeater C'EST DELICAT DE VOUS REPONDRE COMME CA
Position LE DEUXIEME		
Repeat category MACHINE DE PRODUCTION	Receipt AH Understater PLUTOT	
Repeat category MACHINE ET LIGNE DE PRODUCTION		
Position LE PREMIER		
Repeat category STOCKAGE DE MANUTENTION ET AUTREMENT LIGNE DE PRODUCTION	Receipt (2) OUI OUI Appealer HEIN Adverbial EN GENERAL	Repeater STOCKAGE DE MANUTENTION Example TELS QUE LES P.
Position LA PREMIERE CATEGORIE	Downtoner QUASIMENT Appealer HEIN	Add information ON NE SE PLACE JAMAIS
Descriptive ON A DANS LES 3 DOMAINES	Receipt OUI Starter (2) NON ENFIN Appealer QUOI	Specifier question QU'EST QU'IL FAUT QUE JE VOUS REPONDE LA Example ON FAIT AUSSI DU STOCKAGE

9. LES 2 PREMIERS.

10. OUI. ON A DES PROJETS DANS... ON A UN PEU DES PROJETS DANS LES TROIS... DISONS QU'ON A DES PROJETS SUR DES LIGNES DE MANUTENTION, MAIS EUH... CA SERA, ON SE TROUVERA CERTAINEMENT DANS DES SOLUTIONS DU TYPE FILO-GUIDEES. ON A DES PROJETS SUR DES LIGNES DE PROCESS, ET ON A DES PROJETS SUR DES MACHINES QUI SONT, QUI TOURNENT EN TANT QUE MACHINES, MAIS LA MODE CHEZ NOUS, C'EST DE LES METTRE EN RESEAU, NOS MACHINES.

11. BON, C'EST PLUTOT PROCESS, HEIN, DES CONDUITES D'UNITES. ET PUIS EUH... AUSSI EUH...AMELIORATION DES INDICATIONS SUR LES MACHINES. VOILA.

12. ALORS, C'EST SURTOUT LIGNE DE PRODUCTION, HEIN.
C'EST SURTOUT CA.

13. BAH JE CROIS QU'ON A SURTOUT EUH... DANS LE DOMAINE DES PROCESS, HEIN, DANS LE DOMAINE... BAH CE SERA LIE A LA CONSTRUCTION D'UNITES NOUVELLES, DONC LA, OUI, IL Y AURA DES PROJETS, VRAISEMBLABLEMENT, MAIS PAS EN 88, 89 OU 90 SUREMENT.

14. JE CROIS QUE ON EN A AUCUNE... NOUS...ENFIN ON FAIT DES GROUPES ELECTROGENES POUR DES MOTEURS MARINS. C'EST PLUTOT UN CONTROLE DE PROCESS.

15. NON, C'EST MACHINE ET LIGNE DE PRODUCTION.

16. MACHINE... MACHINE... BON BEN, MACHINE ET LIGNE DE PRODUCTION OUI. MAIS CA, JE VOUS DIS CA, ON EN EST PAS MAITRE. PAR CONTRE, EUH... SUPERVISION EN ATELIER OUI. CA, C'EST (...) DE PROJET, DE PROJET...

17. LE PREMIER CAS. EN CHIMIE, C'EST LE PREMIER CAS, HEIN.

Strategies	Mitigators	Adjuncts
Position LES 2 PREMIERS		
Descriptive ON A UN PEU DES PROJETS DANS TOUS LES 3	Receipt OUI Syntactic DISONS QUE	Add information ON A DES PROJETS SUR LES LIGNES DE MANUTENTION
Repeat category C'EST PLUTOT PROCESS	Receipt BON Understater PLUTOT Appealer VOILA	Add information AMELIORATION DES INDICATIONS SUR LES MACHINES
Repeat category C'EST SURTOUT LIGNE DE PRODUCTION	Starter ALORS Downtoner SURTOUT Appealer HEIN	Repeater C'EST SURTOUT CA
Repeat category ON A DANS LE DOMAINE DES PROCESS	Uncertainty JE CROIS QUE Downtoner (2) SURTOUT VRAISSEMBLABLEMENT Upgrader SUREMENT Starter DONC	Add information CE SERA LIE... Repeater LA IL Y AURA DES PROJETS
Repeat category C'EST PLUTOT UN CONTROLE DE PROCESS	Uncertainty JE CROIS QUE Starter ENFIN Understater PLUTOT	Add information ON FAIT DES GROUPES E.
Repeat category C'EST MACHINE...	Receipt NON	
Repeat category MACHINE	Starter MAIS CA Cajoler JE VOUS DIS CA	Repeater MACHINE ET LIGNE DE PRODUCTION OUI Qualifier ON N'EN EST PAS MAITRE PAR CONTRE
Position LE PREMIER CAS	Appealer HEIN	Specifier EN C. C'EST LE PREMIER CAS

18. C'EST MACHINE OU LIGNE DE PRODUCTION .

19. ALORS, C'EST PLUS PARTICULIEREMENT LE PROCESS, HEIN.

20. C'EST MACHINE ET LIGNE DE PRODUCTION.

21. LIGNE DE PRODUCTION.

22. EH BEN LES TROIS. OUI, ON N'A PAS DE TRES NOMBREUX PROJETS,
MAIS IL SE TROUVE QUE ON EN A DANS LES TROIS DOMAINES, OUI.

23. ALORS, ON A EU UN CERTAIN NOMBRE DE TRAVAUX AVEC DES
STOCKAGES, ATTENDEZ-VOIR, REDITES VOIR COMME VOUS DISIEZ
AVANT, C'ETAIT...
(REPONSE)
MACHINE ET LINGE DE PRODUCTION VOILA.

24. EUH..., LES TROIS.

25. MACHINE OU LIGNE DE PRODUCTION.

26. CE SERAIT PLUTOT MACHINE, LIGNE DE PRODUCTION.

27. BAH ON A EN STOCKAGE-MANUTENTION, ON A QUELQUES PROJETS,
MAIS, SUR AUTOMATE, ET PUIS EN LIGNE DE PROCESS, EUH...,
AVEC, EUH... EN ASSOCIANT DES AUTOMATES AVEC DES, DES
CALCULATEURS DE PROCESS.

28. BAH C'EST PLUTOT... IL Y A STOCKAGE ET MANUTENTION, OUI. ET
PUIS IL Y A PROCESS HEIN SURTOUT.

29. C'EST PRINCIPALEMENT PROCESS.

Strategies	Mitigators	Adjuncts
Repeat category C'EST MACHINE...		
Repeat category C'EST... LE PROCESS	Starter ALORS Understater PLUS PARTICULIEREMENT Appealer HEIN	
Repeat category C'EST MACHINE...		
Repeat category LIGNE DE PRODUCTION		
Position LES TROIS	Receipt EH BEN Syntactic IL SE TROUVE QUE	Add information ON N'A PAS DE TRES NOMREUX PROJETS Repeater ON EN A DANS LES 3 DOMAINES OUI
Descriptive ON A EU UN CERTAIN NOMBRE DE TRAVAUX	Starter (2) ALORS ATTENDEZ-VOIR Appealer VOILA	
Position LES TROIS		
Repeat category MACHINE OU LIGNE DE PRODUCTION		
Repeat category MACHINE, LIGNE DE PRODUCTION	Conditional CE SERAIT Understater PLUTOT	
Descriptive ON A EN STOCKAGE MANUTENTION ON A QUELQUES PROJETS		
Repeat category C'EST... IL Y A... STOCKAGE ET MANUTENTION	Understater (2) PLUTOT SURTOUT Appealer HEIN	
Repeat category C'EST... PROCESS	Understater PRINCIPALEMENT	

30. LES PROJETS, BON, LES PROJETS, C'EST ESSENTIELLEMENT
CONTROLE DE PROCESS, EUH... ET AUTOMATISATION DE MACHINES DE
PRODUCTION.

31. C'EST 1, LE PROCESS.

32. OUI, LA JE VOUS REPONDS OUI.
EUH, NON.
PRODUCTION, OUI.

33. AH CA, JE NE SAIS PAS REPONDRE.

Strategies	Mitigators	Adjuncts
Repeat category LES PROJETS C'EST... CONTROLE DE PROCESS ET...	Starter BON Understater ESSENTIELLEMENT	
Position C'EST 1		Repeater LE PROCESS
List and comment OUI... NON... OUI	Receipt OUI Syntactic JE VOUS REPONDS	
Don't know JE NE SAIS PAS REPONDRE	Starter AH CA	

Country: *Germany*

Stimulus: *Multiple Choice question*

Realisation: *"Nun werde ich drei Anwendungsbereiche nennen; in welche haben Sie Projekte: Verfahrenstechnik? Fertigung? Lagerung- und Förderungstechnik?"*

1. FERTIGUNG

2. FERTIGUNG

3. NOCH MAL DAS WAREN VERFAHRENSTECHNIK VERPACKUNG UND DAS DRITTE
WAR FÖRDERUNGSTECHNIK
(JA GENAU)
IN KEINEN DER DREI WIR SIND IN DER ENERGIETECHNIK HEH HEH

4. ÄHM AUF JEDEN FALL IN DER FERTIGUNGSTECHNIK ALSO
FERTIGUNGSTECHNIK IN DEM SINNE DASS ICH ZUR FERTIGUNGSTECHNIK
RECHNE DIE PRÜFSTÄNDE UND QUALITÄTSSICHERUNG DAS IST DERZEIT
UNSER HAUPTTHEMA WIR SIND AUCH IM BEREICH DER LAGER TÄTIG
ABER DA WIRKE ICH AUF DER EBENE VERWALTUNGSRECHNER ALSO..

5. DIE LAGERUNG GANZ KLAR

6. DIE LETZTEN BEIDEN

7. FERTIGUNGSTECHNIK JA IN DER FERTIGUNG VERFAHRENSTECHNIK

8. JA VERFAHRENSTECHNIK AUSGE SCHLIESSLICH VERFAHRENSTECHNIK

9. LAUFENDE ODER ABGESCHLOSSENE ER LAGERTECHNIK UND
FERTIGUNGSTECHNIK

10. EIGENTLICH FERTIGUNG AUSSCHLIESSLICH

11. ALLE DREI

12. VERFAHRENSTECHNIK AUF ALLE FÄLLE, LAGERUNG UND FÖRDERUNG JA,
FERTIGUNG WENIGER

Strategies

Mitigators

Adjuncts

Repeat category
FERTIGUNG

Repeat category
FERTIGUNG

Declarative
IN KEINEN DER DREI

Add information
WIR SIND IN DER
ENERGIETECHNIK

Repeat category
IN DER FERTIGUNGSTECHNIK
... WIR SIND AUCH IM
BEREICH DER LAGER TÄTIG

Appealer
ALSO
Upgrader
AUF JEDEN FALL

Add information
IN DEM SINNE DASS...

Repeat category
DIE LAGERUNG

Upgrader
GANZ KLAR

Position
DIE LETZTEN BEIDEN

Repeat category
FERTIGUNGSTECHNIK

Repeater
JA IN DER FERTIGUNG

Repeat category
VERFAHRENSTECHNIK

Receipt
JA
Upgrader
AUSSCHLIESSLICH

Repeater
VERFAHRENSTECHNIK

Repeat category
LAGERTECHNIK UND
FERTIGUNGSTECHNIK

Specifier question
LAUFENDE ODER
ABGESCHLOSSENE?

Repeat category
FERTIGUNG

Adverbial
EIGENTLICH
Upgrader
AUSSCHLIESSLICH

Position
ALLE DREI

List and comment
VERFAHRENSTECHNIK UND...

Upgrader
AUF ALLE FÄLLE

13. DIE LETZTEN BEIDEN

14. IN DER FERTIGUNG HABEN WIR PROJEKTE

15. VERFAHRENSTECHNIK

16. IN DER FERTIGUNG

17. VERFAHRENSTECHNIK

18. LAGERUNG UND UND JA EIGENTLICH DAS IM LAGER MEHR

19. VERFAHRENSTECHNIK

20. VERFAHRENSTECHNIK FÖRDERTECHNIK

21. HA AN SICH NUR IN DER FERTIGUNG

22. JA HAUPTSÄCHLICH FERTIGUNG UND FERTIGUNG GLEICHT NATÜRLICH
IN LAGERUNG ÜBEREIN ABER ZUNÄCHST MAL FERTIGUNG UND DAS
LAGERUNG UND FÖRDERUNG IN ZWEITER STELLE

23. DAS IST IN DER FERTIGUNG

24. IN DEN LETZTEN BEIDEN FERTIGUNG UND LAGERUNG UND
FERTIGUNGSTECHNIK

25. FERTIGUNG LAGERUNGS FÖRDERUNGSTECHNIK JA

26. FERTIGUNG

27. AN UND FÜR SICH MÜSSTE ICH DA FERTIGUNG SAGEN ODER

Strategies
Position
DIE LETZTEN BEIDEN

Mitigators

Adjuncts

Repeat category
IN DER FERTIGUNG...

Repeat category
VERFAHRENSTECHNIK

Repeat category
IN DER FERTIGUNG

Repeat category
VERFAHRENSTECHNIK

Repeat category
LAGERUNG

Starter
JA
Adverbial
EIGENTLICH

Repeater
IM LAGER MEHR

Repeat category
VERFAHRENSTECHNIK

Repeat category
VERFAHRENSTECHNIK...

Repeat category
IN DER FERTIGUNG

Adverbial
AN SICH
Starter
HA

Repeat category
FERTIGUNG...LAGERUNG...

Receipt
JA
Downtoner
HAUPTSÄCHLICH
Upgrader
NATÜRLICH

Add information
UND FERTIGUNG GLEICHT
NATÜRLICH...
Repeater
ABER ZUNÄCHST MAL
FERTIGUNG

Repeat category
DAS IST IN DER FERTIGUNG

Position
IN DEN LETZTEN BEIDEN

Repeater
FERTIGUNG UND LAGERUNG
UND FÖRDERUNGSTECHNIK

Repeat category
FERTIGUNG...

Receipt
JA

Repeat category
FERTIGUNG

Repeat category
FERTIGUNG

Adverbial
AN UND FÜR SICH
Conditional
MÜSSTE ICH
Appealer
ODER

28. FERTIGUNG FAST AUSSCHLIESSLICH

29. FERTIGUNG

30. IN DER FERTIGUNG

31. IN BEIDEN LETZTEN

32. ALSO PRIMÄR IN DER VERFAHRENSTECHNIK

33. FERTIGUNG

34. VERFAHRENSTECHNIK

35. SOWOHL ALS AUCH ALLE DREI

36. BISHER NUR IN DER FERTIGUNG UND ABER LAGERUNG UND
FERTIGUNGSTECHNIK WERDEN IN DEN NÄCHSTEN 4 BIS 5 JAHREN MIT
SICHERHEIT DAZU KOMMEN

37. DIE LETZTEN BEIDEN

38. VERFAHRENSTECHNIK UND FERTIGUNG

39. IN DER FERTIGUNGSTECHNIK

40. IN DER FERTIGUNG

41. HA HA HA DAS IST JETZT EINE SEHR GUTE FRAGE IN DER FERTIGUNG
HABEN WIR ANWENDUNGEN UND IN DER MATERIALWIRTSCHAFT

42. ALLE DREI

43. VERFAHRENSTECHNIK DAS WISSEN SIE ALS TECHNIKERIN WENIGER ...
NA GUT LAGERUNGSTECHNIK GEHÖRT DAZU ABER NUR ALS IM SINNE
VON MATERIAL

44. VERFAHRENSTECHNIK

Strategies	Mitigators	Adjuncts
Repeat category FERTIGUNG	Upgrader FAST AUSSCHLIESSLICH	
Repeat category FERTIGUNG		
Repeat category IN DER FERTIGUNG		
Position IN DEN BEIDEN LETZTEN		
Repeat category IN DER VERFAHRENSTECHNIK	Starter ALSO Downtoner PRIMÄR	
Repeat category FERTIGUNG		
Repeat category VERFAHRENSTECHNIK		
Position SOWOHL ALS AUCH		Repeater ALLE DREI
Repeat category NUR IN DER FERTIGUNG	Adverbial BISHER Upgrader MIT SICHERHEIT	Add information ABER LAGERUNG UND FERTIGUNGSTECHNIK...
Position DIE LETZTEN BEIDEN		
Repeat category VERFAHRENSTECHNIK UND...		
Repeat category IN DER FERTIGUNGSTECHNIK		
Repeat category IN DER FERTIGUNG		
Repeat category IN DER FERTIGUNG HABEN WIR ANWENDUNG	Receipt HA HA HA	Comment DAS IST JETZT EINE SEHR GUTE FRAGE
Position ALLE DREI		
Repeat category VERFAHRENSTECHNIK WENIGER...	Cajoler DAS WISSEN SIE...	Refiner ABER NUR IM SINNE VON MATERIAL
Repeat category VERFAHRENSTECHNIK		

45. VERFAHRENSTECHNIK

46. IN DER VERFAHRENSTECHNIK

Repeat category
VERFAHRENSTECHNIK

Repeat category
IN DER VERFAHRENSTECHNIK

Country: *England*

Stimulus: *Yes/No question*

Realisation: *Are you familiar with networks operating at the lowest level or x systems - that is, networks which link up y and z?*

1. UH... NO.

2. NOT VERY. FOR THAT DETAIL YOU'D NEED ONE OF MY TECHNICIANS.

3. YES.

4. YES, WE ARE.

5. YES.

6. NO.

7. YEAH.

8. I PERSONALLY AM NOT, NO.

9. I'M AWARE OF THEM BUT I'M NOT REALLY I'M NOT REALLY AN EXPERT ON THEM.

10. YES I AM

11. WELL BASICALLY NO BUT I DON'T THINK YOU KNOW I'M HAVING TROUBLE WITH YOUR JARGON I THINK BUT I YOU KNOW, IN PRINCIPAL I DON'T THINK THAT SORT OF THING IS OF ANY GREAT USE TO US ON THE SORT OF SYSTEMS WE'VE GOT.

12. UH OH, NO WE DON'T UH USE THAT SYSTEM HERE AT ALL AND I MUST ADMIT I'M NOT FAMILIAR WITH IT EITHER.

Strategies

Mitigators

Adjuncts

Direct yes/no
NO

Direct adverbial
NOT VERY

Conditional
YOU'D

Add information
FOR THAT DETAIL YOU'D
NEED ONE OF MY TECHNICIANS

Direct yes/no
YES

Direct yes/no
YES

Repeater
WE ARE

Direct yes/no
YES

Direct yes/no
NO

Direct yes/no
YEAH

Direct mood derivable
I PERSONALLY AM NOT

Adverbial
PERSONALLY

Repeater
NO

Indirect mood derivable
I'M AWARE OF THEM

Understater
NOT REALLY

Refiner
I'M NOT REALLY AN
EXPERT ON THEM

Direct yes/no
YES

Repeater
I AM

Direct yes/no
NO

Starter
WELL
Understater
BASICALLY
Cajoler
YOU KNOW
Uncertainty (2)
I DON'T THINK
Adverbial
IN PRINCIPAL

Express difficulty
I'M HAVING TROUBLE
WITH YOUR JARGON
Add information
... THAT SORT OF THING
IS ANY GREAT USE TO US

Direct yes/no
NO

Receipt
OH
Emphasizer
I MUST ADMIT

Repeater
WE DON'T USE THAT SYSTEM
HERE AT ALL
Add information
I'M NOT FAMILIAR WITH IT
EITHER

13. YES

14. MM WE'RE FAMILIAR WITH NETWORKS LINKED UP WITH
COMMUNICATIONS AND I AM AWARE BUT NOT FAMILIAR OF NETWORKS
THAT COME INTO TOTAL FACTORY MANAGEMENT SYSTEMS.

15. I'M NOT BUT THERE IS A PERSON I GUESS EH I DON'T KNOW WHAT
HIS NAME IS NOW. I THINK HIS NAME'S R.

16. YES

17. YES

18. NO, I DON'T THINK , NOT NOT FROM THE WAY YOU'RE ASKING. WE
DON'T NETWORK THEM NO.

19. NO NOT REALLY.

20. YES

21. IF YOU'RE TALKING ABOUT X SYSTEMS, I HAVE HEARD OF THEM BUT I'VE
NOT BEEN INVOLVED WITH THEM.

22. WE DON'T NORMALLY USE NETWORKS NO.

23. NO, I CAN'T SAY I'M VERY FAMILIAR WITH THOSE.

24. MYSELF I'M NOT... NO IT'S NOT MY FIELD PERSONALLY.

25. OURS ARE JUST MAINLY SPEAKING TO THE PLC.

Strategies	Mitigators	Adjuncts
Direct yes/no YES		
Indirect mood derivable WE ARE FAMILIAR WITH...		Add information I AM AWARE...OF N. Refiner BUT NOT FAMILIAR
Direct mood derivable I'M NOT	Uncertainty (3) I GUESS I DON'T KNOW WHAT HIS NAME IS I THINK	Add information THERE IS A PERSON
Direct yes/no YES		
Direct yes/no YES		
Direct yes/no NO	Uncertainty I DON'T THINK SO	Refiner NOT FROM THE WAY YOU'RE ASKING Repeater WE DON'T N. THEM, NO
Direct yes/no NO	Understater NOT REALLY	
Direct yes/no YES		
Indirect mood derivable I HAVE HEARD OF THEM		Refiner BUT I'VE NOT BEEN INVOLVED WITH THEM Specifier question IF YOU'RE TALKING ABOUT X-SYSTEMS
Indirect mood derivable WE DON'T NORMALLY USE N.		Repeater NO
Direct yes/no NO	Uncertainty I CAN'T SAY Understater VERY	Repeater I CAN'T SAY I'M VERY FAMILIAR WITH THOSE
Direct mood derivable I'M NOT	Adverbial (2) MYSELF PERSONALLY	Repeater NO Explanation IT'S NOT MY FIELD
Indirect mood derivable JUST MAINLY SPEAKING	Understater MAINLY	Add information SPEAKING TO THE P.

26. WE HAVE KNOWLEDGE OF THEM BUT DON'T... HAVEN'T GOT A GREAT
KNOWLEDGE OF THEM.

27. UH, NOT PARTICULARLY, NO.

28. I'M ON TO THEM.

29. NOT IN DETAIL, NO.

Strategies	Mitigators	Adjuncts
Indirect mood derivable WE HAVE KNOWLEDGE OF THEM		Refiner HAVEN'T GOT A GREAT KNOWLEDGE OF THEM
Direct adverbial NOT PARTICULARLY	Understater NOT PARTICULARLY	Repeater NO
Direct mood derivable I'M ON TO THEM		
Direct adverbial NOT IN DETAIL	Understater IN DETAIL	Repeater NO

Country: *France*

Stimulus: *Yes/No Question*

Realisation: *"Connaissez-vous les reseaux de premier niveau de type x?"*

1. UN RESEAU D'A.? BAH ACTUELLEMENT C'EST CE QUE NOUS SOMMES EN TRAIN DE METTRE EN PLACE, LA. NOUS SOMMES EN TRAIN DE METTRE EN PLACE UN RESEAU DE PILOTAGE D'A., HEIN.

2. BAH EN FAIT J'EN AI ENTENDU PARLER, MAIS JE NE PENSE PAS QU'ON EN UTILISE ET QU'ON VA EN UTILISER PROCHAINEMENT. SINON DANS LES SYSTEMES FLEXIBLES QUE L'ON ACHETE CLES EN MAIN, LA IL Y EN A PEUT-ETRE, MAIS J'AVOUE QUE JE NE LES CONNAIS PAS.

3. ATTENDEZ, VOUS... VOUS PARLEZ DE QUOI, ENTRE LES CAPTEURS OU ENTRE LES, LES ?...
(REPONSE)
NON, NOUS N'AVONS PAS DE CONNAISSANCES LA.

4. NON. NON, ON UTILISE PAS ENCORE CA.
SI, J'EN AI..., ON EN A ENTENDU PARLER, ON S'Y INTERESSE, MAIS ON NE L'UTILISE PAS ENCORE.

5. OUI, BIEN SUR, OUI.

6. AH LA ON N'A PAS... UTILISE TELLEMENT SI VOUS VOULEZ. EN DIALOGUE DONC ON TRAVAILLE AVEC LES AUTOMATES, ON TRAVAILLE AVEC DES CARTES ET DES COUPURES SPECIFIQUES, HEIN, ON DIALOGUE IMPRIMANTE OU VISUALISATION, ET PUIS AUTREMENT EN COMMUNICATION, ET BIEN ON TRAVAILLE, ON TRAVAILLE DANS LE PROTOCOLE DE L'AUTOMATE, EN COMMUNICATION. ON TRAVAILLE PAS, ENFIN MOI J'AI PAS ENCORE TRAVAILLE EN RESEAU, SI VOUS VOULEZ. ON TRAVAILLE EN J-BUS AVEC MERLIN-GERIN...

7. OUI, OUI. OUI, BIEN SUR.

8. AH JE CONNAIS, OUI, UN TOUT PETIT PEU, SANS PLUS.

9. NON.

10. DE FACON THEORIQUE SIMPLEMENT, MAIS J'AI JAMAIS UTILISE.

Strategies

Mitigators

Adjuncts

Indirect mood derivable
C'EST CE QUE NOUS SOMMES
EN TRAIN DE METTRE EN
PLACE

Appealer
HEIN

Repeater
NOUS SOMMES EN TRAIN DE
METTRE EN PLACE...

Indirect mood derivable
... QUE JE NE LES CONNAIS
PAS

Syntactic
JE L'AVOUE QUE

Add information
DANS LES SYSTEMES QU'ON
ACHETE
Refiner
J'EN AI ENTENDU PARLER...
MAIS JE NE PENSE PAS QU'ON
EN UTILISE

Direct yes/no
NON

Starter
ATTENDEZ

Specifier question
VOUS PARLEZ DE QUOI
Repeater
NOUS N'AVONS PAS DE
CONNAISSANCES LA

Direct yes/no
NON

Repeater
NON ON N'UTILISE PAS
ENCORE CA
Refiner
SI ON A ENTENDU PARLER

Direct yes/no
OUI

Upgrader
BIEN SUR

Repeater
OUI

Indirect mood derivable
ON N'A PAS UTILISE

Understater
TELLEMENT
Cajoler (2)
SI VOUS VOULEZ
Starter
ENFIN
Appealer
HEIN

Add information
EN DIALOGUE DONC ON
TRAVAILLE...

Direct yes/no
OUI

Upgrader
BIEN SUR

Repeater (2)
OUI OUI

Direct mood derivable
JE CONNAIS

Understater
UN TOUT PETIT PEU

Repeater
OUI

Direct yes/no
NON

Direct adverbial
DE FACON THEORIQUE

Downtoner
SIMPLEMENT

Add information
MAIS J'AI JAMAIS UTILISE

11. AH... ON EN UTILISE, EUH, MAIS C'EST RAREMENT NOUS, ON FAIT TRAITER CA, EN GENERAL.

12. BIEN SUR.

13. ON N'A PAS CA, ACTUELLEMENT. ON A DES, ON A DES LIAISONS ENTRE AUTOMATES, PAR LIAISON (...) DE 132, ON A... BON ON A UN CALCULATEUR DE PROCESS SUR LE SITE QUI EST UN T.X. DE CHEZ H. MAIS ON N'A PAS ACTUELLEMENT DE C.A. ET RELIES ENTRE EUX PAR BUS.

14. OUI, BEN ALORS LA, ON VIENT DE TOUT TRANSFORMER, ON A TOUT UN RESEAU F., ENFIN C'EST DES F.O, HEIN. UN SYSTEME DE CONTROLE- COMMANDE, TYPE COMMANDE S.T., EUH...BON BEN TOUT EST EQUIPE, QUOI, ACTUELLEMENT. MAIS, MAINTENANT POUR LE RESEAU A. (INTERRUPTION)

15. OUI, OUI, JE CONNAIS OUI. C'EST CA. ALORS OUI JE CONNAIS ON SUIT, EUH...ON SUIT LE DEVELOPPEMENT DISONS, DE CE FUTURE STANDARD PEUT-ETRE. MAIS ENFIN NOUS N'AVONS PAS D'APPLICATIONS LA-DESSUS, NON NON.

16. NON, CONNAIS PAS.

17. OUI, OUI, ENFIN... BAH ON... LES CONNAITRE PARFAITEMENT NON, MAIS S'Y INTERESSER FORTEMENT, OUI.

18. NON. NON NON JE CONNAIS PAS.
J'EN AI ENTENDU PARLER UN PEU, MAIS...

19. OUI, CA, JE CROIS QU'ON A UTILISE SUR 1 OU 2 MACHINES, MAIS JE LES CONNAIS PAS VRAIMENT, HEIN. HEIN, PERSONNELLEMENT...(...) ON A UTILISE EUH... QUELQUE CHOSE DE CE GENRE.

Strategies	Mitigators	Adjuncts
Indirect mood derivable ON EN UTILISE	Downtoner EN GENERAL	Add information ON FAIT TRAITER CA
Direct adverbial BIEN SUR	Upgrader BIEN SUR	
Indirect mood derivable ON N'A PAS CA	Adverbial ACTUELLEMENT	Repeater MAIS ON N'A PAS Add information ON A DES LIAISONS ENTRE A.
Indirect mood derivable ON A TOUT UN RESEAU F.	Receipt OUI Starter (2) ALORS LA ENFIN Appealer (2) HEIN QUOI	Add information UN SYSTEME DE CONTROLE- COMMANDE
Direct yes/no OUI	Starter (2) ALORS ENFIN	Repeater (4) OUI JE CONNAIS OUI NON NON Refiner OUI ON SUIV LE DEVELOPPEMENT MAIS NOUS N'AVONS PAS D'APPLICATION
Direct yes/no NON		Repeater CONNAIS PAS
Direct yes/no OUI	Starter ENFIN Upgrader FORTEMENT	Refiner LES CONNAITRE PARFAITEMENT NON, S'Y INTERESSER OUI Repeater OUI
Direct yes/no NON		Repeater (3) NON NON JE CONNAIS PAS Refiner J'EN AI ENTENDU PARLER
Indirect mood derivable JE CROIS QU'ON A UTILISE	Receipt OUI Uncertainty JE CROIS Appealer (2) HEIN HEIN Understater VRAIMENT Adverbial PERSONNELLEMENT	Refiner JE LES CONNAIS PAS VRAIMENT Repeater ON A UTILISE QUELQUE CHOSE DE CE GENRE

20. NON.

21. DE TYPE F., VOUS M'AVEZ DIT?

(REPONSE)

OUI. OUI, NOUS... OUI.

22. OUI.

23. OUI, NOUS PARTICIPONS A LA DEFINITION DE F.

24. AH BAH DISONS QUE, COMME AU NIVEAU CONTROLE-COMMANDE, NOUS, CE QU'ON ESSAYE DE FAIRE, C'EST... BON, PREMIEREMENT, LE PLUS COURT AU POINT DE VUE, EUH... CONNECTION. ET QUAND ON FAIT DE LA CONNECTION, ON FAIT DE LA CONNECTION PAR PRISE, EUH... RAPIDE. NON.

25. F.VOUS DITES, PAS B., HEIN, F.?

NON, CONNAIS PAS, NON.

26. OUI.

27. C'EST A DIRE ENTRE UN CALCULATEUR ET SON PERIPHERIQUE, PAR EXEMPLE?

(OUI)

OUI, QUEL TYPE VOUS M'AVEZ CITE, F.? AH, B.

OUI, OUI JE CONNAIS MAIS JE NE L'UTILISE PAS, PAS ENCORE.

28. OUI.

29. NON. NON.

30. NON.

NON, PARCE QU'EN REALITE, JE NE M'OCCUPE PAS DE CE SECTEUR LA, HEIN. CE SERAIT PLUTOT LES METHODES, MAIS... NON.

Strategies	Mitigators	Adjuncts
Direct yes/no NON		
Direct yes/no OUI		Repeat (2) OUI OUI Specifier question DE TYPE F VOUS M'AVEZ DIT?
Direct yes/no OUI		
Direct yes/no OUI		Add information NOUS PARTICIPONS A LA DEFINITION DE F.
Indirect mood derivable CE QU'ON ESSAIE DE FAIRE C'EST	Syntactic DISONS QUE Starter BON Adverbial PREMIEREMENT	Add information ET QUAND ON FAIT DE LA CONNECTION
Direct yes/no NON	Appealer HEIN	Specifier question F VOUS DITES, PAS B? Repeater (2) CONNAIS PAS NON
Direct yes/no OUI		
Direct yes/no OUI		Specifier question (2) QUEL TYPE VOUS M'AVEZ DIT C'EST A DIRE ENTRE... Repeater (2) OUI JE CONNAIS Refiner MAIS JE N'UTILISE PAS
Direct yes/no OUI		
Direct yes/no NON		Repeater NON
Direct yes/no NON	Appealer HEIN Conditional CE SERAIT	Repeater (2) NON NON Explanation PARCE QUE...

31. EUH...ENTRE LES DIFFERENTS CA. OU A., OUI.
NON NON, IL N'Y A PAS DE RESEAU AU NIVEAU DU S., HEIN...
LES RESEAUX RESTENT AU NIVEAU DES SALLES DE CONTROLE ET DONC
DU MATERIEL DE CONDUITE. OUI. BAH AU NIVEAU SYSTEMES QU'ON
CONNAIT... ON EN CONNAIT, CERTES, MAIS ON NE LES UTILISE PAS.

32. BIEN JE LES CONNAIS OUI, MAIS C'EST A L'ETAT DE PROJET, OUI.
JE LES CONNAIS DE NOM, OUI. ON EN PARLE DEJA DEPUIS DEUX
ANS, ALORS J'ESPERE QU'ILS VONT SORTIR QUELQUE CHOSE. JE
SUPPOSE QUE C'EST POUR CA QU'ENTRE AUTRES QUE...

33. OUI, OUI. OUI BEN ON CONNAIT, ENTRE AUTRES, BON LE T. DE
T.M. QUOI.
ENTRE AUTRES, HEIN. BON IL Y A AUSSI LE J-BUS, DE JE NE SAIS
PLUS QUI, DE, D'APRIL.

34. OUI, BIEN SUR. ON UTILISE DES RESEAUX, JUSTEMENT, BAS-NIVEAU
ENTRE LES A. ON UTILISE LES TROIS TYPES DE RESEAUX, BAS-NIVEAU,
MOYEN ET HAUT-NIVEAU.

35. OUI, B., OUI.

36. NON.

37. OUI.

38. OH ALORS, EN THEORIE JE CONNAIS BEAUCOUP DE CHOSES, EN
PRATIQUE PAS GRAND-CHOSE. EUH, NON LA.

Strategies	Mitigators	Adjuncts
Indirect mood derivable IL N'Y A PAS DE RESEAUX AU NIVEAU DU S.	Receipt ENTRE LES...OUI Appealer HEIN Upgrader CERTES	Add information LES RESEAUX RESTENT AU NIVEAU... Refiner ON EN CONNAIS...MAIS ON NE LES UTILISE PAS
Direct mood derivable JE LES CONNAIS	Starter BIEN	Refiner (2) MAIS C'EST A L'ETAT DE PROJET JE LES CONNAIS DE NOM Add information ON EN PARLE DEJA DEPUIS 2 ANS Repeater OUI
Direct yes/no OUI	Appealer (2) QUOI HEIN Starter BON	Repeater (2) OUI OUI Example ON CONNAIT...
Direct yes/no OUI	Upgrader BIEN SUR Adverbial JUSTEMENT	Add information ON UTILISE LES RESEAUX
Direct yes/no OUI		Repeater B. OUI
Direct yes/no NON		
Direct yes/no OUI		
Direct yes/no NON	Starter ALORS	Refiner EN THEORIE JE CONNAIS...

Country: Germany

Stimulus: Yes/no question

Realisation: "Sind Ihnen Netzwerke der niedrigsten Ebene bekannt, das heißt, Netzwerke, die x und y miteinander verbinden?"

1. AH SO DIREKT NICHT WENN SIE MIR SO ANSPRECHEN HEH HEH

2. JA

3. JA

4. BEKANNT JA ABER WIR HABEN DA BISHER AUF DIESER NIEDRIGSTEN
EBENE KEINE EIGENE ERFAHRUNG

5. JA

6. ALSO DER BEGRIFF X IST MIR SCHON GELÄUFIG DER BEGRIFF B IST
MIR SCHON GELÄUFIG B HABEN WIR JEDE MENGE WEIL WIR DEN B AUF DER
MESSTECHNISCHEN SEITE.....

7. JA BEIDE

8. JA

9. DAS SAGT MIR ÜBERHAUPT NICHTS NEIN

10. B ALS SOLCHE SCHON ABER NICHT X IST MIR NICHT BEKANNT

11. MM ... MIR JETZT NICHT. MIR JETZT NICHT
ABER.... MAG DURCHAUS SEIN DAS ES INTERN JEDOCH BEKANNT IST

12. ICH ARBEIT MIT SOLCHEN HEH HEH ICH ARBEITE IN SOLCHEN
PROZESS- .?. DESHALB SIND SIE WAHRSCHEINLICH BEI MIR GELANDET WIR
PRODUZIEREN DIE DINGE SELBST. ICH WEISS, ICH HABE DAS SCHON VORIGE
WOCHE EIN SEMINAR ÜBER DIESE GANZEN DINGE GEHABT, NÄ ALSO WIE
GESAGT, WIR ARBEITEN DANN SPEZIELL IN ART UND WEISE IM SINNE DES X,
ALSO WIR SIND SELBST LIEFERANTEN VON SOLCHEN SYSTEME, NÄ

Strategies

Mitigators

Adjuncts

Direct adverbial
SO DIREKT NICHT

Embedded if-clause
WENN SIE MICH SO
ANSPRECHEN

Direct yes/no
JA

Direct yes/no
JA

Direct yes/no
BEKANNT JA

Qualifier
ABER WIR HABEN... KEINE
EIGENE ERFAHRUNG

Direct yes/no
JA

Direct mood derivable
IST MIR NICHT GELÄUFIG

Upgrader
HABEN WIR JEDE MENGE

Qualifier
DER BEGRIFF B. IST MIR
SCHON GELÄUFIG
Explanation
WEIL WIR DEN B. AUF DER
MESSTECHNISCHEN SEITE...

Direct yes/no
JA BEIDE

Direct yes/no
JA

Direct mood derivable
DAS SAGT MIR NICHTS

Upgrader
ÜBERHAUPT

Repeater
NEIN

Direct mood derivable
IST MIR NICHT BEKANNT

Qualifier
B. ALS SOLCHE

Direct adverbial
MIR JETZT NICHT

Upgrader
DURCHAUS
Uncertainty
MAG SEIN

Repeater
MIR JETZT NICHT
Qualifier
...DASS ES INTERN BEKANNT
IST

Indirect mood derivable
ICH ARBEITE MIT SOLCHEN...

Appealer (2)
NÄ NÄ
Starter
ALSO

Explanation
WIR PRODUZIEREN DIE DINGE
SELBST
Repeater
WIE GESAGT

13. JA, JA ICH WEISS... DIE SIND MIR BEKANNT, JA.

14. JA.

15. NEE, DAS KANN ICH IM MOMENT SO NICHT BEURTEILEN.

16. JA

17. JA

18. JA BEKANNT JA

19. JA

20. NEIN

21. JA

22. WAS ER Y? NEIN

23. JA

24. MMM NEE DAS SAGT MIR JETZT NICHTS

25. JA

26. NA WÜßTE ICH IM MOMENT NICHT

27. JA

28. ALSO MIR PERSÖNLICH SIND SIE NICHT BEKANNT WOBEI ES SIND BEI UNS
BESTIMMT BEKANNT IN DER ELEKTROHERSTELLUNG

29. JA BEKANNT JA

Strategies	Mitigators	Adjuncts
Direct mood derivable DIE SIND MIR BEKANNT	Receipt (2) JA JA ICH WEISS	Repeater JA
Direct yes/no JA		
Direct yes/no NEE	Adverbial IM MOMENT	Repeater DAS KANN ICH NICHT SO BEURTEILEN
Direct yes/no JA		
Direct yes/no JA		
Direct yes/no JA		Repeater BEKANNT JA
Direct yes/no JA		
Direct yes/no NEIN		
Direct yes/no JA		
Direct yes/no NEIN		Specifier question WAS, Y.?
Direct yes/no JA		
Direct yes/no NEE		Repeater DAS SAGT MIR JETZT NICHTS
Direct yes/no JA		
Direct yes/no NA	Conditional WÜSSTE	Repeater WÜSSTE ICH IM MOMENT NICHT
Direct yes/no JA		
Direct mood derivable MIR SIND SIE NICHT BEKANNT	Starter ALSO Adverbial MIR PERSÖNLICH Upgrader BESTIMMT	Qualifier WOBEI ES SIND BEI UNS...
Direct yes/no JA		Repeater BEKANNT JA

30. NEIN

31. JA

32. JA

33. JA SICHER

34. ER MIT DER Z?
WIE WAR DER BEGRIFF?
(X) X JA

35. JA

36. JA SICHER SIND SIE MIR BEKANNT

37. JA

38. DEM NAMEN NACH JA

39. NEIN

40. JA

41. JA

42. BEKANNT SCHON JA

43. JA JA, SICHER.

44. AH... ES KANN SCHON... ABER ES IST NICHT UNSER, UNSER
SPEKTRUM.

45. JA, JA.

46. NEIN.

47. WAS FÜR EIN B.?
(ANTWORT)
X, NEE, DAS KENNE ICH NICHT.

Strategies	Mitigators	Adjuncts
Direct yes/no NEIN		
Direct yes/no JA		
Direct yes/no JA		
Direct yes/no JA	Upgrader SICHER	
Direct yes/no JA		Specifier question (2) MIT DER Z.? WIE WAR DER BEGRIFF
Direct yes/no JA		
Direct yes/no JA	Upgrader SICHER	Repeater SIND SIE MIR BEKANNT
Direct yes/no JA		
Direct yes/no JA		Qualifier DEM NAMEN NACH
Direct yes/no NEIN		
Direct yes/no JA		
Direct yes/no JA		
Direct mood derivable BEKANNT SCHON		Repeater JA
Direct yes/no JA	Upgrader SICHER	Repeater JA
Indirect mood derivable ES IST NICHT UNSER SPEKTRUM	Uncertainty ES KANN SCHON...	
Direct yes/no JA		Repeater JA
Direct yes/no NEIN		
Direct yes/no NEE		Repeater DAS KENNE ICH NICHT Specifier question WAS FÜR EIN B.?

Country: *England*

Stimulus: *Open question*

Realisation: *"Do you see any disadvantages to X?"*

1. UH, NO I DON'T THINK I CAN AT THIS MOMENT, WITHOUT HAVING
THOUGHT ABOUT IT IN GREATER DEPTH.

2. NO.

3. NOTHING OUTRAGEOUS, NO.

4. NO.

5. I DON'T THINK SO, NO.

6. WELL, LIKE I SAID, I'M NOT FAMILIAR WITH IT ANYWAY SO... .

7. I CAN'T THINK OF ANYTHING AT THE MOMENT.

8. UH, I THINK I DON'T APPRECIATE WHAT X IS.

9. ER WELL REALLY I'M NOT FAMILIAR WITH THEM.

10. UH YES THE ONE DISADVANTAGE IS UM PUTTING TOO MANY EGGS IN
ONE BASKET.

11. MMM ONE POSSIBLE DISADVANTAGE IMMEDIATELY BECAUSE I'M NOT
FAMILIAR WITH THE SYSTEM AND THE PEOPLE ON THIS SITE WOULD
NOT BE FAMILIAR WITH IT WHICH WOULD MEAN WE WOULD HAVE TO
RELY ON EXPERTISE FROM OUTSIDE TO INSTALL AND TO RUN THE
SYSTEM.

12. YES. NOW YOU CAN ASK ME WHAT THEY ARE AND I'M GOING TO HAVE
TO WORK IT OUT.

Strategies

Mitigators

Adjuncts

Yes/no NO	Uncertainty I DON'T THINK I CAN Adverbial AT THIS MOMENT	Qualifier WITHOUT HAVING THOUGHT ABOUT IT IN GREATER DEPTH
Yes/no NO		
Adverbial phrase NOTHING OUTRAGEOUS		Repeater NO
Yes/no NO		
Mood derivable I DON'T THINK SO	Uncertainty I DON'T THINK SO	Repeater NO
Mood derivable I'M NOT FAMILIAR WITH IT	Starter WELL Upgrader ANYWAY Emphasizer LIKE I SAID	
Mood derivable I CAN'T THINK OF ANYTHING	Adverbial AT THE MOMENT	
Mood derivable I DON'T APPRECIATE WHAT X. IS	Uncertainty I THINK	
Mood derivable I'M NOT FAMILIAR WITH THEM	Starter WELL Downtoner REALLY	
Yes/no + State disadvantage YES THE ONE DISADVANTAGE IS...		
State disadvantage ...BECAUSE I'M NOT FAMILIAR WITH THE SYSTEM	Speculative ONE POSSIBLE	
Yes/no YES		State difficulty I'M GOING TO HAVE TO WORK IT OUT

-
13. MM NOT REALLY. I WOULD SAY THAT FLEXIBILITY MIGHT MIGHT BE ONE. FLEXIBILITY MAY..... YOUR BOOK. IT IS ESSENTIALLY COVERED. IT'S NOT INFLEXIBLE. ONE OF THE BIGGEST PROBLEMS THAT GOES WITH X IS WHERE DO YOU PUT IT IN FIRST. WHERE DO YOU PHYSICALLY INSTALL IT FIRST. YOU KNOW THE..... DATA LINE. THE COLLECTION AND SO ON.
-
14. USUALLY IT REQUIRES UM SOME MORE INTELLIGENCE THAN THE PLC, WHICH IS NOT ALWAYS READILY AVAILABLE BECAUSE OBVIOUSLY YOU HAVE TO ADDRESS IT. UH.. IS NOT INHERENTLY A PARALLEL OPERATION AS A STANDARD PLC IS IF YOU LIKE. SO THERE CAN BE A SPEED DISADVANTAGE AND UNLESS YOUR X IS RUNNING AT A VERY HIGH RATE - MOST X DON'T RUN AT A VERY HIGH RATE.
-
15. UM ONLY THE INFORMATION AND CONNECTORS TO ACTUALLY MAKE IT WORK. THE INTERFACE DEVICES BETWEEN OTHER MANUFACTURERS.
-
16. OH, I'D HAVE TO PASS ON THAT I HAVEN'T REALLY LOOKED INTO IT.
-
17. UM I KNOW I HADN'T THOUGHT ABOUT IT . I DON'T KNOW. THER'S NONE I CAN THINK OF AT THE MOMENT.
-
18. NO
-
19. UM NO, I DON'T AT THE MOMENT ALTHOUGH IT'S QUITE A BIT OF A HUNCH NOT REALLY KNOWING TOO MUCH ABOUT IT. INITIALLY NO.
-
20. NOT REALLY NO.
-
21. WELL, NOT OFF THE CUFF WITHOUT THINKING ABOUT IT.... NO.
-
22. UH, NO, NOT REALLY, I'M NOT, YOU SEE, I'M NOT REALLY FAMILIAR WITH X SYSTEMS.
-
23. NOT REALLY, NO.
-
24. SAFETY, SAFETY ASPECTS.

Strategies	Mitigators	Adjuncts
Adverbial phrase NOT REALLY	Conditional I WOULD SAY Uncertainty MIGHT BE Downtoner REALLY	State disadvantage FLEXIBILITY MIGHT BE ONE Repeater FLEXIBILITY MAY...
State disadvantage USUALLY IT REQUIRES...		
State disadvantage ...THE INFORMATION AND...	Adverbial (2) ONLY ACTUALLY	
Refer to 3rd party I'D HAVE TO PASS THAT ON	Downtoner REALLY Obligation HAVE TO Conditional I'D	Explanation I HAVEN'T REALLY LOOKED INTO IT
Mood derivable THERE'S NONE I CAN THINK OF	Uncertainty I DON'T KNOW Adverbial AT THE MOMENT	Explanation I KNOW I HADN'T THOUGHT ABOUT IT
Yes/no NO		
Yes/no NO	Understater QUITE A BIT OF Adverbial (2) AT THE MOMENT INITIALLY	Repeater (2) I DON'T AT THE MOMENT INITIALLY NO Qualifier ALTHOUGH IT'S QUITE A BIT OF A HUNCH...
Yes/no NO	Understater NOT REALLY	
Adverbial phrase NOT OFF THE CUFF	Starter WELL	Qualifier WITHOUT THINKING ABOUT IT
Yes/no NO	Understater (2) NOT REALLY I'M NOT REALLY...	Explanation I'M NOT REALLY FAMILIAR WITH...
Adverbial phrase NOT REALLY	Understater REALLY	Repeater NO
State disadvantage SAFETY		Repeater SAFETY ASPECTS

25. NOT REALLY. I MEAN, I HAVEN'T GONE INTO IN THAT GREAT A
DETAIL. FOR ME IT SEEMS TO WORK. I'M NOT INTO THE
INTRICACIES OF IT.

26. NO, WELL, SO I HAVEN'T STUDIED IT IN DETAIL AND I'M NOT AN
EXPERT IN THAT AREA ANYWAY, BUT FROM A LAYMAN'S POINT OF
VIEW IT SEEMS TO HAVE ALL THE ADVANTAGES THAT ONE COULD
WANT, I SUPPOSE, EXCEPT THE ONLY DISADVANTAGE MAYBE IS THAT
IF THE X GOES DOWN, THEN EVERYTHING GOES DOWN.

Strategies	Mitigators	Adjuncts
Adverbial phrase NOT REALLY	Understater IN THAT GREAT DETAIL	Explanation (2) I HAVEN'T GONE INTO IT I'M NOT INTO THE INTRICACIES OF IT
Yes/no NO	Uncertainty I SUPPOSE Starter WELL Upgrader ANYWAY	State disadvantage I SEEMS TO HAVE ALL THE ADVANTAGES... Explanation (2) I HAVEN'T STUDIED IT IN DETAIL I'M NOT AN EXPERT IN THAT AREA

Country: *France*

Stimulus: *Open question*

Realisation: "*Voyez-vous des inconvenients au Fieldbus?*"

-
1. DES INCONVENIENTS? BEN EUH... JE DIRAIS QUE... NON NON JE PENSE QUE, ENFIN C'EST PAS FACILE DE REpondre A CETTE QUESTION, JE DIRAIS, QUE EUH..., CA DEVIENT UN INCONVENIENT QUAND LE SYSTEME N'EST PAS FIABLE. IL FAUT QUE CE SOIT PARFAITEMENT FIABLE. LA FIABILITE EST A PLACER EN, EN PRIORITE NUMERO UN, PRATIQUEMENT.
-
2. MAIS JE NE SAIS PAS TROP CE QUE C'EST, HEIN, DONC MOI JE N'Y VOIS PAS D'INCONVENIENT, EUH... A PRIORI NON. BON, ON CONNAIT, ON A LE PROBLEME DE PARASITAGE, DE CHOSES COMME CA, IL FAUDRAIT EFFECTIVEMENT QUE CE NE SOIT PAS UNE SOURCE D'ENNUIS DE CE POINT DE VUE LA.
-
3. EUH... BAH NON. A PRIORI NON.
-
4. EUH... OUI, IL Y A EN A... IL Y EN A UN, C'EST EN CAS DE, EUH... EN CAS DE PANNE, EN CAS DE SECTION DE PANNE DU RESEAU, EUH... BAH ON A TOUT, TOUT CE QUI EST SUR CE RESEAU QUI EST HORS DE SERVICE, EN FAIT.
-
5. PAS AU NIVEAU DE LA COUCHE MATERIELLE, SI ON PEUT DIRE, MAIS PAR CONTRE, TOUT DEPEND APRES COMMENT C'EST GERE, ET COMMENT LES PROTOCOLES UTILISES, BON CA PEUT PARFOIS PEUT-ETRE POSER DES PROBLEMES, JE NE SAIS PAS, CA VA PEUT-ETRE AMENER UNE CERTAINE LOURDEUR DE GESTION, ET NOTAMMENT A INSTALLER, CA PEUT AMENER PEUT-ETRE A INSTALLER DU MATERIEL, DONC INTELLIGENT, DONC DES MICRO-PRO OU DES CHOSES COMME CA, SUR DU MATERIEL QUI ETAIT PUREMENT, PAS PASSIF, M'ENFIN QUI N'ETAIT PAS DOUE DE CETTE INTELLIGENCE JUSQU'A PRESENT, ET PEUT-ETRE, DIMINUER LEUR FIABILITE DONC.
-
6. JE... JE SAIS PAS MOI, IL Y A LE TEMPS DE TRANSMISSION EVENTUELLEMENT, HEIN. JE NE SAIS PAS, MOI, A QUELLE, A QUELLE VITESSE ON TRAVAILLE LA.
-
7. EUH... BEN NON. NON, MAIS LA JE NE SUIS PAS SPECIALISTE, HEIN. EUH... SI VOUS VOULEZ LA, JE NE SUIS PAS LE SPECIALISTE ELECTRONIQUE DANS MON SERVICE.

Strategies

Mitigators

Adjuncts

Mood derivable CA DEVIENT UN INCONVENIENT	Conditional (2) JE DIRAIS JE DIRAIS Starter (2) NON NON ENFIN Uncertainty JE PENSE QUE Adverbial PRATIQUEMENT	Repeater LA FIABILITE EST A PLACER EN PRIORITE NUMERO 1 State difficulty C'EST PAS FACILE DE REPONDRE A CETTE QUESTION State disadvantage ...QUAND LE SYSTEME N'EST PAS FIABLE
Mood derivable JE N'Y VOIS PAS D'INCONVENIENT	Understater TROP Adverbial (2) A PRIORI EFFECTIVEMENT Starter BON	Explanation JE NE SAIS PAS TROP CE QUE C'EST Repeater NON State disadvantage ON A LE PROBLEME DE P.
Yes/no NON	Adverbial A PRIORI	Repeater NON
Yes/no OUI	Adverbial EN FAIT	Repeater IL Y EN A UN State disadvantage EN CAS DE PANNE
Mood derivable TOUT DEPEND, APRES, COMMENT C'EST GERE	Embedded if-clause SI ON PEUT DIRE Starter BON Downtoner CA PEUT... PEUT-ETRE Uncertainty JE NE SAIS PAS	Refiner PAS AU NIVEAU DE LA COUCHE MATERIELLE
State disadvantage IL Y A LE TEMPS DE TRANSMISSION	Uncertainty (2) JE SAIS PAS MOI JE NE SAIS PAS MOI Adverbial EVENTUELLEMENT Appealer HEIN	
Yes/no NON	Appealer HEIN Cajoler SI VOUS VOULEZ	Repeater (2) NON JE NE SUIS PAS LE SPECIALISTE Explanation JE NE SUIS PAS SPECIALISTE

8. ALORS LE X...MAIS JE NE SAIS PAS CE QUE C'EST, LE
X, C'EST CA, JE SAIS, EUH...

9. BAH, JE N'AI PAS PRATIQUE, DONC POUR L'INSTANT NON.

10. BAH ECOUTEZ LA, JE NE SUIS PAS, ATTENDEZ, EUH... JE VAIS PAS
VOUS REPONDRE EN SPECIALISTE, PARCE QUE CE N'EST PAS MON...
COMMENT DIRE, MA FONCTION PRINCIPALE. HEIN, JE NE PEUX PAS
VOUS REPONDRE A CE SUJET-LA, HEIN?

11. EUH... NON, DES AVANTAGES. UN GAIN DE COUTS, HEIN.

12. MOI JE NE VOIS PAS D'INCONVENIENT A AVOIR DES C.
RELIES PAR RESEAU, SI CE RESEAU EST BIEN GERE, S'IL RESISTE
BIEN, S'IL EST FIABLE EN FAIT, HEIN. MAIS NON, JE NE VOIS
PAS D'INCONVENIENT, JE SUIS PARTISAN DE CE...

13. AH MOI NON, PAS DU TOUT, NON.
NON, JE NE VOIS PAS D'INCONVENIENT, MAIS, EH, ENCORE FAUT-IL
QUE TOUT LE MONDE SOIT D'ACCORD, QUOI.
ENFIN, MOI...(INTERRUPTION)

14. EUH... BAH OUI DES INCONVENIENTS, IL Y EN A UN EN CE MOMENT,
C'EST QU'IL N'EST PAS EUH..., LES NORMES N'EST PAS..., ENFIN
LE STANDARD N'EST PAS ACQUIS.
ALORS ON L'ATTEND.
ET PUIS C'EST EUH, LE SEUL DEFAULT QUE JE LUI VOIS POUR
L'INSTANT, C'EST

15. IL NE M'EN VIENT PAS A L'ESPRIT, MAIS... IL Y EN A SUREMENT.
IL Y EN A SUREMENT, PARCE QUE TOUTE, TOUTE MEDAILLE A SON
REVERS, DE TOUTE FACON, HEIN.
FAUT BIEN ETRE CONSCIENT, DONC EUH... JE PENSE QUE... IL Y A
CERTAINEMENT...,MAIS CE QUE JE PENSE, C'EST QU'IL Y A PLUS
D'AVANTAGES QUE D'INCONVENIENTS.

Strategies	Mitigators	Adjuncts
Mood derivable JE NE SAIS PAS CE QUE C'EST	Starter ALORS Emphasizer C'EST CA	
Yes/no NON	Adverbial POUR L'INSTANT	Explanation JE N'AI PAS PRATIQUE
Mood derivable JE NE PEUX PAS VOUS REPENDRE A CE SUJET-LA	Starter (2) ECOUTEZ ATTENDEZ Appealer (2) HEIN HEIN	Explanation C'EST PAS MA FONCTION PRINCIPALE
Yes/no NON	Appealer HEIN	Add information DES AVANTAGES... UN GAIN DE COUTS
Mood derivable JE NE VOIS PAS D'INCONVENIENT	Appealer HEIN	Refiner SI CE RESEAU EST BIEN GERE Repeater NON JE NE VOIS PAS D'INCONVENIENT
Yes/no NON	Upgrader PAS DU TOUT Appealer QUOI Starter ENFIN	Repeater (3) NON NON JE NE VOIS PAS D'INCONVENIENT Refiner ENCORE FAUT-IL QUE TOUT LE MONDE SOIT D'ACCORD
Yes/no OUI	Adverbial (2) EN CE MOMENT POUR L'INSTANT Syntactic C'EST QUE Starter ALORS Emphasizer C'EST LE SEUL DEFAULT	Repeater IL Y EN A UN State disadvantage LE STANDARD N'EST PAS ACQUIS
Mood derivable IL Y EN A SUREMENT	Upgrader (2) SUREMENT CERTAINEMENT Adverbial DE TOUTE FACON Uncertainty (2) JE PENSE QUE... CE QUE JE PENSE	Repeater (2) IL Y EN A SUREMENT IL Y A CERTAINEMENT Explanation PARCE QUE TOUTE MEDAILLE A SON REVERS Refiner C'EST QU'IL Y A PLUS D'AVANTAGES... Qualifier IL NE M'EN VIENT PAS A L'ESPRIT

16. BAH EUH... NON, PARCE QUE JE NE CONNAIS PAS TRES BIEN.
JE NE VOIS PAS D'INCONVENIENTS MAJEURS.

17. NON. NON. MAIS POUR L'INSTANT JE NE VOIS PAS DE GROS
AVANTAGES, HEIN. POUR L'INSTANT JE NE VOIS PAS DE GROS
AVANTAGES, MAIS OUI...

18. NON. A PRIORI NON.

19. NON.

20. EUH... PEUT-ETRE LE PRIX DU ... DE CONNECTION PAR RAPPORT AU
MATERIEL QU'ON PEUT METTRE DERRIERE. BIEN JE NE SAIS PAS, JE
NE CONNAIS PAS LE PRIX DE CES RESEAUX, MAIS TOUS LES AUTRES
RESEAUX QUE J'AI VUS DE NIVEAU 1, EN GENERAL AVAIENT DES
PRIX QUI ETAIENT PARFOIS UN PEU CHERS, PAR RAPPORT AU MATERIEL
QU'ON METTAIT DEDANS, QUI ETAIT DEDANS, A L'INTERIEUR.

21. EUH.. DES INCONVENIENTS. BEN EUH..., IL Y A DES PROBLEMES
PROPRES LIES AU FIELDBUS, OUI C'EST SUR HEIN,... BON, PAR
RAPPORT A QUOI, PAR RAPPORT A DES LIAISONS POINT A POINT?
(ANSWER)
EH BEN, POUR ... UN RESEAU, DISONS QUE
CERTAINEMENT AU NIVEAU DU SYSTEME CENTRAL, EUH..., IL FAUT
AVOIR DES OUTILS DE PILOTAGE, EUH..., POUR L'INSTANT, ILS
EXISTENT PAS, DONC IL FAUT LES FAIRE, CA DEMANDE, EUH...,
....., DONC C'EST LES FRAIS DE LA NOUVEAUTE, MAIS JE N'Y VOIS
PAS TELLEMENT D'AUTRES INCONVENIENTS.

22. BEN LE PROBLEME, C'EST QUE POUR L'INSTANT C'EST PAS UNE
REALITE. HEIN, ET QUE, NOUS, EN CE MOMENT, BEN NOTRE
PROBLEME C'EST D'ATTENDRE QU'IL Y AIT QUELQUE CHOSE. C'EST
SUR ... DE CONSTRUCTEUR, CA...HEIN...FAUT POUVOIR
L'UTILISER. MAIS ON EST PRENEURS. MAIS L'IMPORTANT C'EST
QU'IL SOIT LE PLUS GENERAL POSSIBLE, POUR QUE DISONS, EUH...
LE PLUS DE MATERIEL PUISSE SE MONTER DESSUS ET QUE CE SOIT
LE MOINS CHER POSSIBLE.

23. BAH J'AURAIS DU MAL A EN VOIR, PARCE QUE JE NE LE CONNAIS
PAS SUFFISAMMENT, J'EN AI PAS PRATIQUE.
EN THEORIE NON. EN PRATIQUE, SUREMENT.
COMME D'HABITUDE (RIRE).

Strategies	Mitigators	Adjuncts
Yes/no NON	Understater MAJEURS	Explanation PARCE QUE JE NE CONNAIS PAS TRES BIEN Repeater JE NE VOIS PAS D'INCONVENIENTS MAJEURS
Yes/no NON	Appealer HEIN Adverbial POUR L'INSTANT	Refiner MAIS POUR L'INSTANT JE NE VOIS PAS DE GROS AVANTAGES Repeater JE NE VOIS PAS...
Yes/no NON	Adverbial A PRIORI	Repeater NON
Yes/no NON		
State disadvantage LE PRIX DE CONNECTION	Downtoner PEUT-ETRE Starter BIEN Uncertainty JE NE SAIS PAS	Explanation TOUS LES AUTRES RESEAUX QUE J'AI VUS
Mood derivable IL Y A DES PROBLEMES PROPRES LIES AU...	Downtoner TELLEMENT Appealer HEIN Starter BON Syntactic DISONS QUE Upgrader (2) CERTAINEMENT C'EST SUR	Repeater OUI Specifier question PAR RAPPORT A QUOI? Refiner JE N'Y VOIS PAS TELLEMENT D'AUTRES INCONVENIENTS
State disadvantage C'EST PAS UNE REALITE	Syntactic (2) LE PROBLEME C'EST QUE DISONS Appealer HEIN Adverbial EN CE MOMENT Upgrader C'EST SUR	
Mood derivable J'AURAIS DU MAL A EN VOIR	Conditional J'AURAIS Upgrader SUREMENT	Explanation PARCE QUE JE NE LE CONNAIS PAS Refiner EN THEORIE NON, EN PRATIQUE...

24. NON.

25. BAH JE CONNAIS PAS LE F., DONC JE PEUX PAS VOUS DIRE SI IL Y A DES INCONVENIENTS OU PAS.

26. EUH... NON, J'AI JAMAIS UTILISE, NON, A PRIORI, MOI JE SUIS POUR, JE SUIS POUR, JE CONNAIS PAS LES PRIX, JE CONNAIS RIEN, MAIS A PRIORI SUR LE PRINCIPE, JE SUIS BON.

27. NON, BAH A PRIORI NON.
C'EST QUE MOI JE NE LE CONNAISSAIS PAS.

28. BAH JE LE CONNAIS PAS, DONC JE NE PEUX PAS VOUS DONNER D'INCONVENIENTS, HEIN...
J'AURAI DES SPECIFICATIONS TECHNIQUES, J'EN CONNAITRAIS PLUS, JE, JE POURRAIS JUGER, MAIS LA JE N'AI PAS DE CRITERES DE JUGEMENT.

29. JE CONNAIS MAL, HEIN, JE CONNAIS MAL LA, VOUS ME POSEZ UNE COLLE LA HEIN. JE CONNAIS MAL.

30. NON, C'EST... IL FAUT, IL FAUT QU'IL SOIT TRES FIABLE.
AH MAIS C'EST ESSENTIEL, HEIN.
SURTOUT QUE LES ATELIERS SONT PAS DES LABORATOIRES, HEIN. IL FAUT LE SAVOIR, HEIN MAINTENANT. A TRAVAILLER DANS LA CHALEUR, DANS LA POUSSIER, SANS AUCUN PROBLEME, HEIN. ET BIEN VIEILLIR, EN SOULIGNANT BIEN VIEILLIR.

Strategies	Mitigators	Adjuncts
Yes/no NON		
Mood derivable JE CONNAIS PAS LE X.		Explanation DONC JE PEUX PAS VOUS DIRE
Yes/no NON	Adverbial (2) A PRIORI A PRIORI	Qualifier JE CONNAIS RIEN, MAIS... SUR LE PRINCIPE JE SUIS BON Repeater JE SUIS POUR Explanation J'AI JAMAIS UTILISE
Yes/no NON	Adverbial A PRIORI	Repeater NON Explanation C'EST QUE MOI JE NE LE CONNAISSAIS PAS
Mood derivable JE NE CONNAIS PAS	Conditional J'AURAI... JE POURRAIS	Explanation DONC JE NE PEUX PAS VOUS DONNER DES INCONVENIENTS Qualifier J'AURAI DES SPECIFICATIONS TECHNIQUES ... JE POURRAIS JUGER Repeater JE N'AI PAS DE CRITERE DE JUGEMENT
Mood derivable JE CONNAIS MAL	Appealer (2) HEIN HEIN	Express difficulty VOUS ME POSEZ UNE COLLE, LA Repeater JE CONNAIS MAL
Mood derivable IL FAUT QU'IL SOIT TRES FIABLE	Starter NON Upgrader (2) C'EST ESSENTIEL IL FAUT LA SAVOIR Appealer (2) HEIN Emphasizer (2) EN SOULIGNANT SURTOUT	Add information LES ATELIERS SONT PAS DES LABORATOIRES

Country: *Germany*

Stimulus: *Open comment question*

Realisation: *Sehen Sie Nachteile im x?*

-
1. DAS MÜSSEN WIR MAL VON DER KOSTENSEITE (?)
-
2. DIE BISHER MANGELHAFTE STANDARDISIERUNG
-
3. NEIN ÄH JA KOSTENNACHTEILE EVENTUEL KÖNNTE SEIN DAß ES
MOMENTAN NOCH TEURER IST
-
4. ÄH JA VIELLEICHT DAS PROBLEM DER KOMPATIBILITÄT MIT BUSSEN
AUF HÖHERER EBENE
-
5. EIGENTLICH NICHT.... MIT EINEM KLEINEN NACHTEIL DIE STANDARDS
PRAKTISCH... STANDARDS DIE ÄNDERN SICH SCHNELL
-
6. NEIN ICH KANN NUR MEINE MEINUNG GEBEN NÄ NICHT DIE DER FIRMA
-
7. WENN ICH JETZT NEIN SAGE DANN KOMMEN DIE DIVERSESTEN FRAGEN
ENTSCULDIGUNG WENN ICH JETZT JA SAGE KOMMEN DIE DIVERSESTEN
FRAGEN ICH SAGE JETZT EINFACH NEIN
-
8. ICH BIN KEIN REGELUNGSMANN ICH BIN VERFAHRENSMANN DER SOLCHE
SYSTEME EINFACH EINSETZT ODER BEGUTACHTET ABER NICHT IN DER
ELEKTRONISCHEN EINHEITEN BEURTEILT
-
9. ICH WEIß NICHT WAS ES IST ABER SO WIE SIE ES MIR BESCHRIEBEN
HABEN WÜßTE ICH KEINE
-
10. KANN ICH JETZT NICHT ERKENNEN MUß ICH SAGEN
-
11. SCHWACHE LEISTUNG, HALT. DIE LEISTUNG IST ETWAS... NA JA...
-
12. JA SICHERLICH, NATÜRLICH. ES HAT ALLES NACHTEILE UND
VORTEILE. DAS... WIRD MAN SICHERLICH AUCH SO SAGEN KÖNNEN.

Strategies	Mitigators	Adjuncts
Mood derivable DAS MÜSSEN WIR MAL VON DER KOSTENSEITE...		
State disadvantage DIE BISHER MANGELHAFTE STANDARDISIERUNG		
Yes/no NEIN ÄH JA	Downtoner EVENTUELL Conditional KÖNNTE SEIN	State disadvantage KOSTENNACHTEIL
Yes/no JA	Understater VIELLEICHT	State disadvantage DAS PROBLEM DER KOMPATIBILITÄT...
Adverbial phrase NICHT	Downtoner EIGENTLICH Adverbial PRAKTISCH	State disadvantage MIT EINEM KLEINEN NACHTEIL...
Yes/no NEIN	Appealer NA	Qualifier ICH KANN NUR MEINE MEINUNG GEBEN
Yes/no NEIN	Upgrader EINFACH	Explanation WENN ICH JETZT JA SAGE
Mood derivable ... ABER NICHT IN DEN ELEKTRONISCHEN EINHEITEN BEURTEILT		Explanation ICH BIN KEIN REGELUNGSMANN...
Mood derivable WÜSSTE ICH KEINE	Conditional WÜSSTE	Qualifier ICH WEISS NICHT WAS ES IST ABER...
Mood derivable KANN ICH JETZT NICHT ERKENNEN	Emphasizer MUSS ICH SAGEN	
State disadvantage SCHWACHE LEISTUNG	Downtoner (2) ETWAS HALT	Repeater DIE LEISTUNG IST ETWAS...
Yes/no JA	Upgrader (3) SICHERLICH NATÜRLICH SICHERLICH	Add information ES HAT ALLES NACHTEILE UND VORTEILE

13. JA. MM..., DIE QUALIFIKATION DER MITARBEITER,
DIE ERFORDERLICH IST.

14. KANN ICH SO NICHT BEURTEILEN JETZT.

15. JA

16. KEINE NEIN

7. NEIN

18. NEIN EIGENTLICH NICHT

19. EINEN FÜR SICH NICHT

20. NEIN

21. KANN ICH IM MOMENT NICHT EXAKT BEANTWORTEN WEIL ICH MICH
NICHT SO SEHR MIT DEN SACHEN BESCHÄFTIGT HABE

22. ÄH EBEN DIE NACHTEILEN IN DEN KOSTEN BISHER UND MAN IST JA DRAN
DIESE KOSTEN ZU REDUZIEREN ABER DAS HÄTTE AUCH DIE FRAGE SEIN MÜSSEN
NÄ WIE DIE KOSTEN SIND UND DEMENTSPRECHEND WÄRE MAN ZUM ..KOMMEN ABER
ICH GLAUBE JEDE IST WOHL DRAN JEDE KOSTE ZU REDUZIEREN NÄ

23. JA ALSO DAS KANN ICH JETZT IM MOMENT SOGAR NICHT BEANTWORTEN
ICH BIN DA JETZT WIE GESAGT NICHT SO

24. HAB ICH ZU WENIG INFORMATION KANN ICH NICHT SAGEN

25. EIGENTLICH NICHT WARUM

26. NEIN

Strategies	Mitigators	Adjuncts
Yes/no JA		State disadvantage DIE QUALIFIKATION DER MITARBEITER
Mood derivable KANN ICH NICHT SO BEURTEILEN JETZT	Adverbial	
Yes/no JA		
Adverbial KEINE		Repeater NEIN
Yes/no NEIN		
Yes/no NEIN	Adverbial EIGENTLICH	Repeater NICHT
Adverbial phrase NICHT	Adverbial AN UND FÜR SICH	
Yes/no NEIN		
Mood derivable KANN ICH IM MOMENT NICHT BEANTWORTEN	Understater (2) EXAKT NICHT SO SEHR Adverbial IM MOMENT	Explanation WEIL ICH MICH NICHT MIT DEN SACHEN BESCHÄFTIGT HABE
State disadvantage DIE NACHTEILE IN DEN KOSTEN BISHER	Appealer (2) NÄ NÄ Uncertainty ICH GLAUBE	Question criteria DAS HÄTTE AUCH DIE FRAGE SEIN MÜSSEN
Mood derivable KANN ICH... NICHT BEANTWORTEN	Receipt JA Starter ALSO Adverbial (2) JETZT IM MOMENT	Explanation ICH BIN DA JETZT NICHT SO
Mood derivable KANN ICH NICHT SAGEN		Explanation HABE ICH ZU WENIG INFORMATION
Adverbial phrase NICHT	Adverbial EIGENTLICH	Question WARUM
Yes/no NEIN		

27. ICH WEIß NICHTS DAVONDA KANN ICH WEDER VOR NOCH
NACHTEILE SEHEN ICH HABE DAS NUR AM NAMEN GEHÖRT

28. KENNE ICH NICHT KANN ICH NICHTS DAZU SAGEN

29. ÄH IN SOFERN NACHTEIL IST DAS DAS WÜRDTE ICH MEINEN IMMER
NOCH SCHWACHPUNKTE DA SIND ÄH DIE SAGEN WIR MAL DIE
DATENTRAGUNG IRGENDWIE BEHINDERN

30. GEGEBENENFALLS WENN MAN WENN ICH NICHT DIE RICHTIGE
KABELVERBINDUNG VERWENDE.....

31. JA NATÜRLICH HABEN SIE AUCH NACHTEILE GEGENÜBER DER
JETZTIGEN TECHNIK SIE HABEN IMMER JA ALSO
NATÜRLICH MAN HAT MEHR PLANUNGSAUFWAND

32. ÄH VIELLEICHT DIES DAß ER NICHT SO EFFEKTIV IST WIE ER IM
WERBEARGUMENT GEPRÄST IST

33. NACHTEILE JA LANGFRISTIG SINKT DER UMSATZ .. AUF DER ANLAGE
BEZOGEN

34. NACHTEILE JA DAS KOMMT JETZT SEHR AUF DIE TECHNIK AN DES
X SAGEN WIR MAL SO (...)

35. NEE DIE FRAGE KANN ICH IN DERSELBENWEISE NICHT BEANTWORTEN WEIL
ICH DEN X. NICHT KENNE ABER...

36. MM NA
ICH SEHE KEINE NACHTEILE

37. NEIN

38. NEIN

Strategies	Mitigators	Adjuncts
Mood derivable KANN ICH WEDER VOR- NOCH NACHTEILE SEHEN		Explanation ICH WEISS NICHTS DAVON...
Mood derivable KANN ICH NICHTS DAZU SAGEN		Explanation KENNE ICH NICHT
Mood derivable INSOFERN NACHTEIL IST, DASS...	Conditional/Uncertainty WÜRD E ICH MEINEN Syntactic SAGEN WIR MAL	
Mood derivable WENN MAN NICHT DIE RICHTIGE X. VERWENDET	Adverbial GEGEBENFALLS	
Yes/no JA	Upgrader (2) NATÜRLICH NATÜRLICH Starter JA ALSO	State disadvantage HAT MAN MEHR PLANUNGS- AUFWAND
State disadvantage DASS ER NICHT SO EFFEKTIV IST WIE...	Understater VIELLEICHT	
Yes/no JA		State disadvantage LANGFRISTIG SINKT DER UMSATZ
Yes/no JA	Upgrader SEHR	Refiner DAS KOMMT SEHR AUF DIE TECHNIK AN
Yes/no NEE		Repeater KANN ICH... NICHT BEANTWORTEN Explanation WEIL ICH DEN X NICHT KENNE
Yes/no NA		Repeat ICH SEHE KEINE NACHTEILE
Yes/no NEIN		
Yes/no NEIN		

39. JEIN JEIN JA ICH MEIN WENN MAN MAL SIEHT WAS WICHTIG UND WAS
WENIGER WICHTIG IST VERBINDUNG VERSCHIEDENER ANBIETER
DANN LIEGT DER NACHTEIL DRIN DAß MAN DAS ... NICHT KANN NÄ

40. ÄH...ACH NA. SPEZIELL AUS UNSERER SICHT NICHT. DAS HÄNGT
NATÜRLICH VOM ANWENDUNGSBEREICH AB. ABER AUS UNSERER SICHT
ERSTMAL NICHT.

41. EEH...ICH HABE DAMIT NOCH NICHT GEARBEITET, ALSO KANN ICH
ÜBER NACHTEILE NICHTS SAGEN.

42. OH WENN ER RICHTIG EINGESETZT WIRD, NICHT, NEIN.

Strategies	Mitigators	Adjuncts
Yes/no JEIN	Cajoler ICH MEINE Appealer NA	Refiner WENN MAN MAL SIEHT WAS WICHTIG IST Repeater JEIN State disadvantage DANN LIEGT DER NACHTEIL DARIN, DASS...
Yes/no NA	Receipt ACH Adverbial ERSTMAL	Qualifier SPEZIELL AUS UNSERER NICHT Repeater ABER AUS UNSERER SICHT NICHT
Mood derivable KANN ICH ÜBER NACHTEILE NICHTS SAGEN		Explanation ICH HABE DAMIT NOCH NICHT GEARBEITET
Adverbial NICHT		Repeater NEIN Qualifier WENN ER RICHTIG EINGESETZT WIRD